DOCUMENT RESUME

ED 172 601 HE 011 378

TITLE	The Urban Grant University Act of 1977. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Fifth Congress, Second Session on H.R. 7328 (January 25, March 23, April 28, July 3, and October 25, 1978).
INSTITUTION	Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE	79
NOTE	580p.; Some pages may not reproduce well
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
EDRS PRICE	MF03 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	City Planning; City Problems; *College Role; Definitions; *Delivery Systems; Educational Legislation; Educational Programs; *Federal Aid; *Federal Legislation; Government School Relationship; Grants; Higher Education; Metropolitan Areas; Program Development; Research Projects; *School Community Relationship; Urban Areas; *Urban Universities
IDENTIFIERS	*Higher Education Act Title I; H R 7328 (95th Cong 2d Sess)

ABSTRACT

Hearings held before the U.S. House of Representatives on H.R. 7328, a bill to amend Title I of the Higher Education Act of 1965 to establish a system of grants for urban universities, are presented. An urban area means a standard metropolitan statistical area having a population of not less than 500,000 persons, and an urban university means an institution of higher education that is located in an urban area, draws a substantial portion of its undergraduate body from the surrounding urban area, has the present capacity to carry out urban-oriented education, research, and service activities, and offers a wide range of professional or graduate programs. The legislation authorizes Federal support for the development and delivery of programs by the university of research and services to aid cities with their problems. The urban university must submit a comprehensive multidisciplinary plan for the provision of educational, research, and service programs designed to meet specific problems faced by the urban area in which it is located, and the local government must review and comment upon the plan. An advisory council must be formed to review and comment upon all applications. Congressmen and representatives of universities and concerned agencies discuss the bill and the role of urban universities. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED17264

THE URBAN GRANT UNIVERSITY ACT OF 1977

HEARINGS

BEFORE THE

SUBCOMMITTEE ON
POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

NINETY-FIFTH CONGRESS

SECOND SESSION

ON

H.R. 7328

TO AMEND TITLE I OF THE HIGHER EDUCATION ACT OF 1965 TO ESTABLISH A SYSTEM OF GRANTS FOR URBAN UNIVERSITIES

HEARINGS HELD IN WASHINGTON, D.C., JANUARY 25; BIRMINGHAM, ALA., MARCH 23; DETROIT, MICH., APRIL 28; SAN FRANCISCO, CALIF., JULY 3; AND WICHITA, KANS., OCTOBER 25, 1978

Printed for the use of the Committee on Education and Labor

HE 011 378

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE URBAN GRANT UNIVERSITY ACT OF 1977

HEARINGS

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

NINETY-FIFTH CONGRESS

SECOND SESSION

ON

H.R. 7328

TO AMEND TITLE I OF THE HIGHER EDUCATION ACT OF 1965 TO ESTABLISH A SYSTEM OF GRANTS FOR URBAN UNIVERSITIES

HEARINGS HELD IN WASHINGTON, D.C., JANUARY 25; BIRMINGHAM, ALA., MARCH 23; DETROIT, MICH., APRIL 28; SAN FRANCISCO, CALIF., JULY 3; AND WICHITA, KANS., OCTOBER 25, 1978

Printed for the use of the Committee on Education and Labor

U.S. GOVERNMENT PRINTING OFFICE
29-[illegible] O WASHINGTON : 1979

COMMITTEE ON EDUCATION AND LABOR

CARL D. PERKINS, Kentucky, *Chairman*

FRANK THOMPSON, Jr., New Jersey
JOHN H. DENT, Pennsylvania
JOHN BRADEMAS, Indiana
AUGUSTUS F. HAWKINS, California
WILLIAM D. FORD, Michigan
PHILLIP BURTON, California
JOSEPH M. GAYDOS, Pennsylvania
WILLIAM "BILL" CLAY, Missouri
MARIO BIAGGI, New York
IKE ANDREWS, North Carolina
MICHAEL T. BLOUIN, Iowa
ROBERT J. CORNELL, Wisconsin
PAUL SIMON, Illinois
EDWARD P. BEARD, Rhode Island
LEO C. ZEFERETTI, New York
GEORGE MILLER, California
RONALD M. MOTTL, Ohio
MICHAEL O. MYERS, Pennsylvania
AUSTIN J. MURPHY, Pennsylvania
JOSEPH A. LE FANTE, New Jersey
TED WEISS, New York
CEC HEFTEL, Hawaii
BALTASAR CORRADA, Puerto Rico
DALE E. KILDEE, Michigan

ALBERT H. QUIE, Minnesota
JOHN M. ASHBROOK, Ohio
JOHN N. ERLENBORN, Illinois
RONALD A. SARASIN, Connecticut
JOHN BUCHANAN, Alabama
JAMES M. JEFFORDS, Vermont
LARRY PRESSLER, South Dakota
WILLIAM F. GOODLING, Pennsylvania
BUD SHUSTER, Pennsylvania
SHIRLEY N. PETTIS, California
CARL D. PURSELL, Michigan
MICKEY EDWARDS, Oklahoma

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

WILLIAM D. FORD, Michigan, *Chairman*

FRANK THOMPSON, Jr., New Jersey
JOHN BRADEMAS, Indiana
MARIO BIAGGI, New York
MICHAEL T. BLOUIN, Iowa
PAUL SIMON, Illinois
RONALD M. MOTTL, Ohio
ROBERT J. CORNELL, Wisconsin
CEC HEFTEL, Hawaii
CARL D. PERKINS, Kentucky,
Ex Officio

JOHN BUCHANAN, Alabama
JOHN N. ERLENBORN, Illinois
BUD SHUSTER, Pennsylvania
ALBERT H. QUIE, Minnesota,
Ex Officio

CONTENTS

Hearings held in:

Page
Washington, D.C., January 25, 1978 1
Birmingham, Ala., March 23, 1978 121
Detroit, Mich., April 28, 1978 165
San Francisco, Calif., July 3, 1978 371
Wichita, Kans., October 25, 1978 439
Text of H.R. 7328 3

Statement of—

Ahlberg, Clark D., president, Wichita State University 450
Albright, A. D., president, Northern Kentucky University 82
Arrington, Richard, Jr., member, Birmingham City Council; Executive director, Alabama Center for Higher Education 137
Baum, Werner, chancellor, University of Wisconsin/Milwaukee; C. Peter Magrath, president, University of Minnesota; James G. Miller, president, University of Louisville; Carlo L. Golino, Chancellor, University of Massachusetts/Boston; Michael Goldstein, attorney-at-law, Washington, D.C., counsel, CUPU; and Jim Harrison, executive director, CUPU; Committee of Urban Program Universities panel 39
Carron, Father Malcolm, S.J., president, University of Detroit 166
Denton, E. H., city manager, city of Wichita, Kans 540
Erdreich, Ben, member, Jefferson County Commission 145
Fullerton, Gail, executive vice president, San Jose State University 422
Glickman, Hon. Dan, a Representative in Congress from the State of Kansas 447
Greenlee, John A., president, California State University, Los Angeles 416
Gullen, George E., Jr., president, Wayne State University, (accompanied by J. Edward Simpkins, dean, College of Education, Wayne State University 325
Harmon, Harry, executive vice-chancellor, California State University and Colleges, on behalf of Glenn S. Dumke 405
Harrison, Jim, executive director, Committee of Urban Program Universities 545
Hill, Richardson, president, University of Alabama 124
Horn, Stephen, president, California State University, Long Beach 409
Hughes, Edmund W., vice president for urban affairs, Georgia State University 158
Kelly, Sam, assistant to the president, University of Washington, Seattle 418
Mehlburger, Donald, mayor, Little Rock, Ark 505
Peters, Connie, mayor, Wichita, Kans 485
Romberg, Paul F., president, San Francisco State University 406
Ross, G. Robert, chancellor, University of Arkansas, Little Rock 488
Sawyer, Granville M., president, Texas Southern University, Houston, Tex 520
Simmons, Richard, Jr., deputy mayor, city of Detroit 361
Vann, David, mayor, city of Birmingham, Ala 131
Williams, Ronald, representative, Association of State Colleges and Universities, and president, Northeastern Illinois University 349
Willie, Louis J., executive vice president and director, Booker T. Washington Insurance Co 151
Woolfolk, Odessa, director of public services, Center for Urban Affairs, University of Alabama 126
Yancey, Charles, UAW representative, assistant director, department of education, United Automobile, Aerospace & Agricultural Implement Workers of America 337

Prepared statements, letters, supplemental materials, et cetera—

Ahlberg, Clark D., president, Wichita State University; and member, board of directors, American Association of State Colleges and Universities:

Page

  - Prepared statement of 458
  - Prepared statement of American Association of State Colleges and Universities 543
  - Suggested revisions to H.R. 7328 470

Albright, A. D., president, Northern Kentucky University, testimony by 78

Arrington, Richard, Jr., member, Birmingham city council, and executive director, Alabama Center for Higher Education, testimony of 137

AuCoin, Hon. Les, a Representative in Congress from the State of Oregon, testimony by 86

Baum, Dr. Werner, chancellor, University of Wisconsin/Milwaukee, president-elect, Committee of Urban Program Universities, CUPU, testimony of 16

Carron, Father Malcolm, S.J., president, University of Detroit, testimony of 167

Chisholm, Hon. Shirley, a Representative in Congress from the State of New York, memorandum from Congressional Research Service, dated September 13, 1977, entitled "Participation of Black and Predominantly Hispanic Colleges and Universities in the Proposed Urban Grant University Act of 1977" 526

Denton, E. H., city manager, city of Wichita, Kans., prepared statement of 536

Douglas, Walter E., president, New Detroit, Inc., statement of 365

Dumke, Glenn S., chancellor, the California State University and Colleges:

  - Letter to Chairman Ford, with enclosure, dated February 8, 1978 113
  - Testimony by 372

Erdreich, Ben, member, Jefferson County Commission, testimony of 143

Fullerton, Gail, executive vice president, San Jose State University, testimony by 402

Glickman, Hon. Dan, a Representative in Congress from the State of Kansas, prepared statement of 442

Golino, Carlo L., chancellor, University of Massachusetts/Boston, president, Committee of Urban Program Universities, CUPU, testimony of 31

Greenlee, John A., president, California State University, Los Angeles, testimony of 388

Gullen, George E., Jr., president, Wayne State University:

  - Letter to Hon. John Hall Buchanan, dated May 26, 1978 369
  - Testimony of 205

Harrison, Jim, executive director, Committee of Urban Program Universities, CUPU, letter to Hon. Albert Quie, with attachment, dated March 8, 1978 75

Horn, Stephen, president, California State University, Long Beach:

  - Letter to Chairman Ford, dated July 5, 1978 438
  - Remarks by 382
  - Table I 413
  - Table II 414

Hughes, Edmund W., vice president for urban affairs, Georgia State University, statement of 155

Kelly, Samuel E., special assistant to the president, University of Washington, representing John R. Hogness, president:

  - Testimony of 389
  - University of Washington in perspective 393

Magrath, C. Peter, president, University of Minnesota, secretary-elect, Committee of Urban Program Universities, CUPU, testimony of 21

Prepared statements, letters, etc.—Continued

Page

- Mallan, John P., assistant executive director for governmental relations, American Association of State Colleges and Universities, Washington, D.C., letter to Chairman Ford, dated January 23, 1978 118
- Marvin, Daniel E., Jr., president, Eastern Illinois University and chairman, National Advisory Council on Extension and Continuing Education, testimony of 101
- Mehlburger, Donald, mayor, Little Rock, Ark., testimony of 500
- Miller, James G., president, University of Louisville, vice-president-elect, Committee of Urban Program Universities, CUPU, testimony of 26
- Milliken, Hon. William G., Governor, State of Michigan, letter to Chairman Ford, enclosing statement, dated July 27, 1978 365
- Mineta, Hon. Norman Y., a Representative in Congress from the State of California, statement by 110
- Romberg, Paul F., president, San Francisco State University:
  - Action Today, Agenda for Tomorrow, excerpt from Presidential Commission on Long Range Planning, San Francisco State University, January 1976 375
  - Testimony of 373
- Ross, G. Robert, chancellor, University of Arkansas at Little Rock, testimony 493
- Simmons, Richard, Jr., deputy mayor, city of Detroit, testimony of 355
- Sawyer, Granville M., president, Texas Southern University, Houston, Tex., prepared statement of 508
- Williams, Ronald, president, Northeastern Illinois University:
  - American Association of State Colleges and Universities, AASCU, statement of 346
  - Changes in eligibility 351
  - Testimony of 341
- Willie, Louis J., executive vice president and director, Booker T. Washington Insurance Co., testimony of 150
- Winkler, Henry, president, University of Cincinnati, statement of 368

APPENDIX

- Bundy, McGeorge, president, the Ford Foundation, New York, N.Y.:
  - Letter to McGeorge Bundy from Chairman Ford dated May 22, 1978 552
  - Letter to Chairman Ford, dated June 26, 1978 553
  - Letter to Chairman Ford, dated July 12, 1978 554
- Royer, Charles, mayor, city of Seattle, letter to Chairman Ford, dated August 3, 1978 559
- Saunders, Charles B., Jr., director of governmental relations, American Council on Education, letter to Chairman Ford, dated February 2, 1978 560
- Simmons, Richard, Jr., deputy mayor, Detroit, Mich., remarks of, delivered November 14, 1978 561
- The National League of Cities, statement of 548
- Vann, David, mayor, Birmingham, Ala., letter to Chairman Ford, enclosing statement, dated July 21, 1978 574
- Zacharias, Hannes, executive director (ASK), Associated Students of Kansas, statement of 546

THE URBAN GRANT UNIVERSITY ACT OF 1977

WEDNESDAY, JANUARY 25, 1978

House of Representatives,
Subcommittee on Postsecondary Education,
Committee on Education and Labor,
Washington, D.C.

The subcommittee met, pursuant to notice, at 1:20 p.m. in room 2261 Rayburn House Office Building, Hon. William D. Ford (chairman of the subcommittee) presiding.

Members present: Representatives Ford, Perkins, Simon, Cornell, Heftel, Quie, and Buchanan.

Staff present: Thomas R. Jolly, subcommittee counsel; Patricia Rissler, legislative associate; William F. Gaul, associate general counsel, Committee on Education and Labor; and Jenny Wysong, minority research assistant.

Mr. Ford. I would like to recognize our Chairman Carl Perkins.

Chairman Perkins. Initially may I take this opportunity to congratulate the distinguished chairman of the Postsecondary Education Subcommittee, Mr. Ford, for his expeditious action on H.R. 7328. This is most important legislation. At first glance it may seem that this legislation proposes yet another program of assistance to urban universities. To my way of thinking, that is not the case.

What is being proposed is a program which will be of significant benefit to our metropolitan areas and to our cities, for the universities will be the providers of those benefits with the aid of the Federal Government.

I felt it important to ask two of our distinguished Kentucky educators to appear during these hearings.

Dr. James Miller is the distinguished president of the University of Louisville, Ky.—which incidentally is the oldest municipal university in the United States and dates from the 1790's. Being the very first municipal university in the country, the University of Louisville has had a very unique history in dealing with problems experienced by urban universities.

Dr. Miller has had an unusually diverse career which includes a career in medicine as well as sound practical experience in areas of education and administration in urban universities. He was born in Pittsburgh, Pa., and was educated at Harvard University, where he did his undergraduate work and received his M.A. degree, his M.D. and his Ph. D.

He was vice president of Academic Affairs at Cleveland State University and a lecturer at the School of Medicine, Johns Hopkins University, before becoming president of the University of Louisville in 1973.

My good friend, Dr. Arnold Albright, is the president of Northern Kentucky University which is located in northern Kentucky in the Cincinnati metropolitan area. His university is therefore acutely attuned not only to the problems being experienced by urban universities but also to their potential.

He has an extensive background as an educational administrator, having served as a professional educator in the State of Tennessee for many years.

We stole him from Tennessee, and Dr. Albright came to the University of Kentucky in the 1950's where he became executive dean of extended programs, then provost, then executive vice president, and finally vice president for institutional planning. In 1973 he served as executive director of the Kentucky Council on Public Education.

In conclusion, Mr. Chairman, may I reiterate my support for this legislation, and I stand ready to work with you and the other distinguished members of the subcommittee toward early enactment.

Mr. FORD. Thank you Mr. Chairman.

I observe—as we have discussed in the past—we met before we ever met here in the Congress without knowing each other. I was privileged to attend the University of Louisville at the end of the war. That is where I was when it finished and I also finished the program they had me in at the University of Louisville so I am familiar with its urban setting.

It is the last time I can remember going right outside of my bedroom and getting on a street car.

This meeting of the Postsecondary Education Subcommittee is being held to receive testimony on H.R. 7328 and related bills which would create an urban grant university program—an urban counterpart to the Land Grant Colleges Act and the Sea Grant Colleges Act.

[Text of H.R. 7328 follows:]

95th CONGRESS
1st Session

H. R. 7328

IN THE HOUSE OF REPRESENTATIVES

May 23, 1977

Mr. Ford of Michigan (for himself, Mr. Buchanan, Mr. Perkins, Mr. Thompson, Mr. Brademas, Mr. Biaggi, Mr. Phillip Burton, Mr. Simon, and Mr. Mottl) introduced the following bill; which was referred to the Committee on Education and Labor

---

A BILL

To amend title I of the Higher Education Act of 1965 to establish a system of grants for urban universities.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Urban Grant University Act of 1977".

Sec. 2. Title I of the Higher Education Act of 1965 is amended by adding at the end thereof the following new part:

"Part C—Urban Grant University Program

"FINDINGS AND PURPOSE

"Sec. 141. (a) The Congress finds and declares—

"(1) that there exists within the Nation's urban universities an underutilized reservoir of skills, talents, and knowledge applicable toward the amelioration of the multitude of problems that face the Nation's urban centers;

"(2) that these skills, talents, and knowledge must be applied in a systematic and sustained manner to impact successfully upon these problems;

"(3) that the application of these skills, talents, and knowledge is impeded due to the limited resources available to sustain their commitment; and

"(4) that it is the public policy of the United States to encourage and facilitate the application of these skills, talents, and knowledge toward serving the needs of the Nation's urban centers.

"(b) The Commissioner shall carry out programs in accordance with the provisions of this part, for the purpose of aiding urban universities to develop their capacity to help find answers to urban problems, and aiding such universities to make their educational, research, and service capabilities more readily and effectively available to the urban communities in which they are located.

"APPROPRIATIONS AUTHORIZED

"Sec. 142. For the purpose of carrying out the provisions of this part there is authorized to be appropriated not to exceed $25,000,000 for the fiscal year ending September 30, 1979, and such sums as the Congress may deem necessary for each fiscal year through the period ending September 30, 1983.

"DEFINITIONS

"SEC. 143. As used in this part—

"(1) 'urban area' means a standard metropolitan statistical area having a population of not less than five hundred thousand persons;

"(2) 'urban university' means an institution of higher education which (A) is located in an urban area, (B) draws a substantial portion of its undergraduate students from among residents of the urban area in which it is located, (C) which carries out programs to make postsecondary education opportunities more accessible to students living in such urban area, (D) which has the present capacity to carry out urban-oriented education, research, and service activities, (E) which offers a wide range of professional or graduate programs, and (F) which has demonstrated and sustained a sense of responsibility to such urban area and its people;

"(3) 'urban institution' is an institution of higher education which would qualify as an urban university under paragraph (2) of this section, except for its inability to meet the criteria established under clause (D) of such paragraph; and

"(4) 'urban grant university' is an urban university which has been designated as an urban grant university by the Commissioner, pursuant to the provisions of section 146 of this part.

"PROGRAM DEVELOPMENT

"SEC. 144. (a) The Commissioner may reserve not to exceed 30 per centum of any funds appropriated to section 142 for the fiscal year ending September 30, 1979, 25 per centum of any funds so appropriated for the fiscal year ending September 30, 1980, and 20 per centum of any funds so appropriated for any subsequent fiscal year, for the purposes of carrying out the program authorized in this part.

"(b) The Commissioner may make grants available to urban institutions or urban universities for the purpose of assisting them in developing urban-oriented educational, research, or service programs which, after development, would be eligible for consideration for assistance under section 145 or 146 of this part.

"(c)(1) Grants made under this section may be renewed annually for periods not to exceed a total of five years.

"(2) No grant to any institution under this section may exceed—

"(A) 90 per centum of the total cost of the project in the first fiscal year,

"(B) 80 per centum of the total cost of the project in the second year,

"(C) 60 per centum of the total cost of the project in the third year,

"(D) 40 per centum of the total cost of the project in the fourth year, and

"(E) 20 per centum of the total cost of the project in the fifth year.

"PROJECT ASSISTANCE

"SEC. 145. (a) The Commissioner may reserve not to exceed 20 per centum of any funds appropriated pursuant to section 142 for the fiscal year ending September 30, 1979, 25 per centum of such funds for the fiscal year ending September 30, 1980, and 30 per centum of any such funds for any subsequent fiscal year for the purpose of carrying out the project assistance program authorized by this section.

"(b) The Commissioner may make grants to urban universities to assist them in carrying out urban-oriented education, research, or service projects consistent with the purposes of this part.

"(c) The local agency of general government, within whose jurisdiction fall the problems to be addressed by a project for which assistance is requested under this section must be afforded a reasonable opportunity to review and comment upon the proposed project, and the Commissioner may request the advice of any Federal agency or agencies he considers appropriate before approving an application for project assistance under this section.

"(d) No grant under this section shall exceed 90 per centum of the cost of the project for which assistance is granted.

"COMPREHENSIVE PROGRAM GRANTS

"SEC. 146. (a) An urban university may submit a comprehensive multidisciplinary plan for the provision of educational, research, and service programs designed to meet specific problems faced by the urban area in which it is located to the Commissioner, and may request designation by the Commissioner as an urban grant university.

"(b) The local agency of general government, within whose jurisdiction fall the problems to be addressed by the plan submitted under subsection (a) must be afforded an opportunity to review and comment upon the plan, and the Commissioner may request the advice and comments of any Federal agencies he considers appropriate before the Commissioner shall approve the plan and the designation of the applying institution as an urban grant university.

"(c) Before acting upon an application for comprehensive program support and for designation as an urban grant university, the Commissioner shall request the advice of the advisory committee appointed pursuant to section 147.

"(d) The designation of an institution as an urban grant university shall be for a period of five years, unless an institution so designated shall request its revocation. At the end of any such five-year period, the Commissioner may renew the designation for an additional period of five years.

"(e) For each year of such five-year period, subject to the availability of appropriated funds, the urban grant university shall receive a comprehensive program support grant in an amount to be determined by the Commissioner but in no event to exceed 90 per centum of the total cost of the project in such year.

"ADVISORY COUNCIL

"SEC. 147. (a) Within ninety days of the enactment of this part, there shall be appointed an Urban University Advisory Council, to consist of twenty-six members, selected as follows:

"(1) The Secretary of Health, Education, and Welfare shall name twelve members, who shall be executive officers of urban universities;

"(2) The Secretary of Health, Education, and Welfare shall name six other members, who shall be representatives of the general public, but who shall not be employed by any urban university nor by any agency of the United States; and

"(3) The Secretaries of Commerce, Housing and Urban Development, Interior, Labor, Transportation, and the Treasury, the Attorney General, and the Commissioner of Education, or persons designated by them, shall serve as members of the Advisory Council.

"(b) The terms of office of members of the Advisory Council appointed pursuant to clauses (1) and (2) of subsection (a) shall be six years, but of those members first appointed to the Council, two public members and four university executives shall be appointed for a period of two years, and two public members and four university executives shall be appointed for a term of four years.

"(c) Members of the Council who are not in the regular full-time employ of the United States shall, while attending meetings or conferences of the Council or otherwise engaged in the business of the Council, be entitled to receive compensation at a rate fixed by the Chairman, but not exceeding the rate specified at the time of such service for grade GS-18 in section 5332 of title 5, United States Code, including traveltime, and while so serving on the business of the Council away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section

5703 of title 5, United States Code, for persons employed intermittently in the Government service.

"(d) (1) The Council shall select from among its members appointed under paragraph (2) of subsection (a) of this section, a Chairman, who shall serve in that capacity for a period of two years.

"(2) The Council is authorized to appoint, without regard to the provisions of title 5, United States Code, covering appointments in the competitive service, such professional and technical personnel, not to exceed four, as may be necessary to enable it to carry out its function under this Act.

"(3) The Council may procure, without regard to the civil service classification laws, temporary and intermittent services of such personnel as is necessary, to the extent authorized by section 3109 of title 5, United States Code, but at rates not to exceed the rate specified at the time of such service for grade GS-18 in section 5332 of title 5, United States Code, including traveltime, and while so serving on the business of the Council away from their homes or regular places of business they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for persons employed intermittently in the Government service.

"(e) The Advisory Council shall—

"(1) review and comment upon all applications for designation as an urban grant university and for comprehensive program grant assistance;

"(2) review and evaluate, and advise the Commissioner upon, his procedures for approval of applications for assistance under section 144 or 145 of this part;

"(3) make such recommendations to the Commissioner for improved administration of this part as it may see fit; and

"(4) make such recommendations to the President and the Congress for changes in this part as it may see fit.

"GENERAL PROVISIONS

"SEC. 148. (a) An institution may apply for program development assistance under section 144 and for assistance under sections 145 and 146 for the same activity, but such assistance may only be awarded under that section for which the Commissioner determines that particular activity is best qualified.

"(b) An institution may apply for and receive program development assistance under section 144 at the same time such institution is applying for and receiving assistance under section 145 or 146 for other activities.

"(c) Not more than 50 per centum of the funds granted under section 144 may be granted to institutions which also qualify for assistance for any activity under section 145 or 146.

"LIMITATION

"SEC. 149. (a) The total amount of payments in any fiscal year under section 144, 145, or 146 to institutions within any one State shall not exceed 15 per centum of the total amount paid under such section.

"(b) In allocating assistance under each of sections 144, 145, and 146 of this title, the Commissioner shall endeavor to achieve broad and equitable geographical distribution throughout the Nation.".

Mr. Ford. Along with 54 other Members of Congress, I have sponsored this legislation and hope to elicit constructive criticism which will help us design a program to meet the needs of our cities by utilizing the talents of our urban universities.

I stress at the outset that this bill does not propose to compensate universities in urban settings for being in urban settings.

On the contrary, it accepts the idea that the university and the city have a natural affiliation. Further, its premise is that the urban university can provide research and other services to the city, as well as performing its traditional function of providing educational services to the city's people.

To this end, the legislation authorizes Federal support for the development and delivery of programs by the university of research and services to aid cities with their problems.

I want to repeat what I said upon introduction of this legislation: "I certainly accept the proposition that this bill can be improved."

We know that there is considerable misunderstanding about the intent of the legislation and we start today to build a record that we hope will make it possible to make decisions with regard to the wisdom of this legislation in an intelligent way.

We meet today with this in mind. I shall schedule further hearings both here in Washington and in other cities so that all interested parties can have an opportunity to share their views, comments and suggestions with us.

I would like to apologize to the witnesses and others for the inconvenience we have already caused you because of the scheduling of events which under the rules of the House prevented us from sitting earlier today.

We had to change the time from this morning. I believe they won't be bothering us on the floor for a while and hopefully we will be able to get through this first panel.

Our first witnesses this afternoon will appear as a panel representing the Committee of Urban Program Universities.

Before we start with the panel I would like to call on the ranking minority member of the committee and cosponsor of the legislation, Hon. John Buchanan of Alabama, who will have to leave us before we conclude the hearing today because of commitments he made when he thought we were going to meet in the morning.

Mr. Buchanan. Thank you Mr. Chairman.

I want to join you in welcoming our distinguished panel. I think the chairman has enunciated well our purpose in this legislation.

I represent an urban area that does have a large university, the University of Alabama in Birmingham, which already is rendering many services to our community. I am sure that all the local officials and appropriate groups would agree that the people of our total community benefit greatly from such services, and I am convinced that these services ought to be encouraged as a means of assisting the people of urban areas and encouraging this kind of cooperation between institutions and the communities of which they are a part.

So I hope we can perfect this legislation in such a way that it will merit and will receive overwhelming support of the Congress itself.

Thank you Mr. Chairman.

Mr. FORD. Thank you. With that we would like to recognize now Dr. Werner Baum, chancellor, University of Wisconsin at Milwaukee; Dr. C. Peter Magrath, president, University of Minnesota; Dr. James G. Miller, president, University of Louisville; and Dr. Carlo L. Golino, chancellor University of Massachusetts at Boston.

I ask you gentlemen to proceed in the manner you find most convenient. I ask unanimous consent that the prepared statements presented for the record be entered in full at this point in the record and you may proceed in whichever order you find most convenient, to comment on them, add to them or underline the important parts if you will and then the committee will have some questions for you.

[Statements referred to follow:]

Committee of
Urban Program Universities
11 Dupont Circle N.W.
Washington, D.C. 20036
202-387-2130

Carlo L. Golino, President
Robert J. Kibbee, Vice President
James G. Miller, Secretary
Werner A. Baum, Treasurer
Jim Harrison, Executive Director

CUUP

January 25, 1978

TESTIMONY

of

THE COMMITTEE OF URBAN PROGRAM UNIVERSITIES

on

H.R. 7328, and related bills

before

The Subcommittee on Postsecondary Education

House Committee on Education and Labor

Hon. William D. Ford, Chairman

WITNESSES ON BEHALF OF CUPU:

Dr. Werner Baum, Chancellor
University of Wisconsin/Milwaukee
(President-Elect, CUPU)

Dr. C. Peter Magrath, President
University of Minnesota
(Secretary-Elect, CUPU)

Dr. James G. Miller, President
University of Louisville
(Vice-President-Elect, CUPU)

Dr. Carlo L. Golino, Chancellor
University of Massachusetts/Boston
(President, CUPU)

Mr. Michael Goldstein,
Attorney-at-law, Washington, D.C.
(Counsel, CUPU)

Mr. Jim Harrison
Executive Director CUPU

TESTIMONY OF WERNER A. BAUM

Mr. Chairman, Members of the Subcommittee; I am Werner A. Baum, Chancellor of the University of Wisconsin-Milwaukee, and President-elect of the Committee of Urban Program Universities. My fellow Presidents and Chancellors of the 23 urban universities who constitute the Committee, have asked me to thank you for scheduling this hearing. We note with gratitude that more than half of this subcommittee has expressed faith in the idea of an Urban Grant Act by co-sponsoring H.R. 7328.

When Chairman Ford introduced the legislation, he expressed the view that the draft bill was a point of departure from which we could work together to explore the concept of an urban grant act, and to determine how such a program could most effectively be established. Chairman Ford, on behalf of himself and the other co-sponsors, reserved the right to improve the legislation as further consideration dictated. The Committee of Urban Program Universities similarly reserved its right to propose such changes as discussion and testimony suggested to us.

After three years of our organization's existence, during which we have engaged in an intensive study of the concept, and initiated constructive discussions with other educators, we remain convinced that the basic concept of the Urban Grant Act, as embodied in H.R. 7328, is both sound and workable. It is, in our view, deserving of your support, and of a place in the panoply of Federal higher education programs.

But before we set forth detailed views about the legislation itself, let me tell you whom we represent and why we are interested in this legislation.

The Committee of Urban Program Universities is a group of 23 public and private universities, all located in large urban centers. We share a tradition of providing educational services to the people of our metropolitan areas.

We have formed our Committee because we believe that the urban university has a dual obligation to the urban area in which it is located, that current Federal policy focuses largely on one of those two obligations, and that the Federal Government could usefully expand its area of concern and encouragement to cover both of them.

The first and foremost function of the urban university is, without question, its traditional educational function. Unless a university is preserving, adding to, and imparting knowledge it is not a university, urban or otherwise.

For the support of the traditional educational function of the university, the Congress has already authorized a number of programs. While we cannot say that it has funded those programs at optimal levels, it has created them, and it has been generous in its financial support.

The individual members of CUFU, and the other organizations to which they belong--ACE, AASCU, the Land-Grant Association, and ASU, to mention only four--have supported the creation of most of these programs and have generally endorsed their full funding. Without prejudice to the right of our Members individually or as a group to recommend further authorization and funding of programs of support for the university as an educator, we do not come before you today to ask for aid in the performance of that traditional educational function.

The Urban Grant University Act seeks to assist the urban university in its second role--that of a major source of research and service to the community in which it is rooted and which it is already serving educationally.

Under the proposed Urban Grant Act, funds would be made available to urban universities to carry out projects or comprehensive programs of research for and service to the cities in which they are located. This does not mean, as we read the bill, that the funds would be available for the better teaching of urban affairs, for the provision of student aid to city residents, or to somehow "reward" or "compensate" universities for simply being in the turbulent, problem-fraught, but always exciting atmosphere of the city.

Urban Grant Act funds would be made available to the universities so that they can turn to the City Halls, to the County Court Houses, and say, in effect, "We have a substantial store of brains, skills and facilities, which can be used to address problems which are troubling you, and which are also troubling us, as an institutional resident of this city. By pooling some of our funds, some of yours, and funds to be made available under the Urban Grant Act by the Federal Government, we believe we can make a substantial contribution to the amelioration of those problems."

The bill does not, and, we believe, should not, specify the problems the universities and the cities can work together to address. We believe that each city has its unique priorities, and that each university has a unique set of talents and skills to bring to bear on those problems. The bill wisely permits each university to offer to its city a single project or a comprehensive program designed to match the university's resources with the city's problems. Any effort to enumerage which problems should be addressed, even if only illustratively, would encourage the drawing up of regulations to limit the problems to be addressed to those which Federal agencies might consider appropriate and urgent at a given time. While such regulations might seem reasonable from a national point of view, they might not be appropriate for some cities and some universities. We support the wide-ranging flexibility the present bill gives to both cities and universities.

In preparing for these hearings, Mr. Chairman, we have asked several of the Presidents of CUPU member institutions to indicate what they are doing now that could be assisted by the Urban Grant Act. We have also asked them to describe what they could be doing with the support of this Act that they are not doing now. I would like to present to the Subcommittee my colleague, President C. Peter Magrath of the University of Minnesota, who will discuss in more concrete terms what the Urban Grant Act can mean for American cities if the full resources of our urban universities are tapped. We were tempted, Mr. Chairman, to have all 23 of the member presidents come before you and tell you what their institutions have been doing and what they could do if this legislation is enacted. However, our Executive Director, who used to work for this Subcommittee, was emphatic about the dangers of making our testimony too long. Therefore, we would like to ask your consent to submit in the near future, a more detailed list of what can be done in this area to be made a part of the hearing record.

TESTIMONY OF C. PETER MAGRATH

Mr. Chairman, I do want to reemphasize what Chancellor Baum said near the conclusion of his remarks. These examples of what urban universities are doing, must be thought of as just that—as examples. I want to call to the attention of the compilers of future legislative histories and regulations for the carrying out of the Urban Grant Act, that we are not trying to be definitive. For my own part, Mr. Chairman, I am not enough of an optimist to think I can present a complete list of the problems confronting America's cities, and I am sure that I am not pessimistic enough to try to limit what the urban universities can do to help confront those problems.

The University of Cincinnati sponsors a University/Police Consortium, bringing together police officials and faculty members interested in the criminal justice system to discuss problem-solving processes which can be of assistance to the police department. The same University conducts an Urban Resources Center, designed to be a clearinghouse of urban-related information for utilization both by the community and the University.

Georgia State University in Atlanta, has a small fund to support Urban Community Service projects, primarily through providing faculty released time and grants for student assistance to such undertakings. These have included:

A. A research project on Neighborhood Abandonment, followed by a conference on this subject for city and regional planners, academicians, civil groups, and financial institutions. The goal of this program is to establish the appropriate role of government, business, and neighborhood groups in addressing the problem of neighborhood abandonment, which has become extremely serious in older sections of central cities.

B. Another program for social service agencies in the Atlanta urban area which trained their personnel to determine the cost effectiveness of money spent on various social service programs. Georgia State University faculty developed a study on this problem and reported the results to the social service community through a conference.

C. A workshop/seminar for respiratory therapists in the Atlanta area. This is typical of a number of programs conducted by the College of Allied Health Sciences to improve the health treatment of patients in the Atlanta area.

D. A program conducted for 40 principals in the Atlanta public school system to train them in the use of administrative accountability and to assist their schools in implementing a competency/performance appraisal system.

Georgia State and other institutions of higher education in the Atlanta area coordinate their urban service programs through this consortium, which is staffed at Georgia State University. This organization permits the cooperating universities and colleges an opportunity to share in community service projects and activities, with each institution participating through programs most suited to its specific abilities.

At Temple University, the College of Education went into an effective partnership with the School District of Philadelphia to improve urban education.

The School of Medicine pioneered in new approaches to primary health care and community mental health services.

The School of Business Administration developed a number of useful services to minority businesses as well as major corporations to improve the regional economy.

The School of Communications and Theatre maintains a vital relationship with the regional communications industry.

The Center for the Administration of Justice has utilized LEAA grant funds to expand educational and technical assistance services to people in the criminal justice system.

The Developmental Disabilities Center through a service contract with the Commonwealth of Pennsylvania is working with a variety of counterpart agencies to develop a new regional system of service delivery to the developmentally disabled.

At the University of Minnesota, the Center for Urban and Regional Affairs, established in 1968, administers a budget of approximately a million dollars a year, half from appropriations from the state, and half in the form of contracts and grants.

CURA programs at the present time cover such areas as land use, energy, housing, transportation, minority education, minority business, urban planning, environmental problems, and a variety of intercultural programs. The basic strategy involved is to bring relevant university resources together to work on an identified community problem, develop improved information and information handling, develop and evaluate appropriate pilot programs, and, if successful, transfer those programs into the proper units in the university or in the community to be incorporated in their regular activities.

In many respects, the Minnesota Legislature's continuing support of CURA is an analog to the support requested from Congress in the Urban Grant bill. CURA has established a record among legislators, state agencies, local government, and the community as an operation that can get people to work together, develop an idea, and either put into practice if it works or drop it if it doesn't.

At the University of Pittsburgh, the Center for Urban Research supports the University, the local community, and various agencies in their efforts to explore and solve the critical problems of the urban environment. It seeks, through data collection and analysis, to obtain information about the constantly changing needs and desires of the urban population and to identify effective methods of meeting them.

The Pennsylvania Ethnic Heritage Studies Center is involved in Urban Studies in a number of sustained ways:

A. through development of demographic materials affecting such areas as urban migration, community cohesion and viability, land use, etc.;

B. through preservation of records of community organizations including fraternal organizations, churches, social organizations;

C. through the development of community history projects including oral history project analysis and preservation of community records;

D. through the development of educational materials on various ethnic groups within the state;

E. through research into the nature of ethnic groups and the characteristics of ethnicity; and

F. through the dissemination of scholarly information, community information, and publications.

I have been talking about what universities have been doing and could be helped to do by the Urban Grant Act. I would like to call to your attention, also, a proposal set forth, very persuasively by a group of the Librarians at the member institutions of our Committee. As expressed in a letter from Dr. Hal Schell, Vice-Provost for Libraries of the University of Cincinnati, one kind of activity which could be assisted under the Urban Grant Act would be the establishment of major urban resource and informational centers. Let me quote from Dr. Schell's letter:

"The establishment of these major informational centers would go a long way toward not just saving, but enhancing, our metropolitan way of life. These centers would:

> "Provide the instructional and learning needs of students preparing to assist in the future toward solving urban problems.
>
> "Would provide the resource materials for faculty research and consultation on urban problems.
>
> "Would provide the books, journals, a/v materials and computerized data services for programs of continuing education for the business, commercial, social and cultural personnel of our urban areas who will seek retraining to aid in their endeavors toward the enhancement of metropolitan areas.
>
> "Would provide the resource materials for those already trained--the professional practitioners of law enforcement, health care, social work, urban planners, architects, and engineers and those involved in cultural services to the cities.
>
> "Would provide the resource materials for the citizens who serve on boards or who actually work for the many private, public and governmental agencies of our metropolitan areas."

These, Mr. Chairman, are a most limited selection of examples of what could be done under the Urban Grant Act, given adequate funding, and a clear legislative mandate to the administering agencies to permit the cities and the schools to work out their approaches to local problems on a local basis.

We do not claim, Mr. Chairman, that the Urban Grant University Act will "solve the problems of the cities". Any organization which comes before you with a simple single solution to the incredibly complex problems of the cities of this Republic either misunderstands the nature of those problems or overestimates the gullibility of the Congress. The Urban Grant Act is, at best, a step in the right direction. It provides our universities and our city governments with one more tool they can apply to the attack upon their manifold problems.

Mr. Chairman, I would now like to turn over the testimony to the Vice-President-elect of CUPU, the President of the University of Louisville, Dr. James G. Miller.

TESTIMONY OF JAMES G. MILLER

Mr. Chairman, members of the Subcommittee, I appreciate the opportunity to talk with you today about the Urban Grant Act, and, more specifically, about the nature of the urban university, as I believe it is exemplified by the University of Louisville.

I have made available to each of you a copy of my 1977 Annual Report, entitled "What is an Urban University?" I shall not repeat that report verbatim, but I do hope you will permit me to quote from what I consider the heart of it, in an effort to suggest what an urban university is and what it can do to serve the various component parts of an urban community. I will not be so bold as to claim that Louisville's urban programs are a pattern to be followed in detail, but I am proud enough of what that University and that City have done to believe that their experiences can be at least an encouragement to the Congress to pass this legislation, and to other universities and other cities to participate in programs under it.

"Some of the world's greatest universities originated in European medieval cities such as Paris, Rome, Bologna, and Heidelberg. In its early days our country, however, followed the pattern of Oxford and Cambridge. We located numerous universities in small towns, a trend that peaked with the establishment of the land grant college system in the last century. The University of Louisville, the oldest municipal university in the nation, which became state supported in 1970, is a marked exception. From the beginning, this University has been located in, and dedicated to, the City of Louisville.

"The approval in 1977 by the Council on Higher Education of a mission statement for the University, which assigned to us specific responsibility for meeting instructional, research, and service needs of our metropolitan area emphasized the bonds between Louisville and its University.

"The location of universities in cities—whether in medieval Paris or modern-day Louisville—is no accident. Theodore Parker said, "Cities have always been the fireplaces of civilization, where light and heat radiated out into the cold, dark world." Cities alone possess the breadth and depth of human resources and experience necessary to build a complete civilization. A university can find no better environment. But no university can properly serve its community unless it defines its own scope to encompass the whole of the urban experience.

"The next few years will provide challenge as we struggle to redefine our role as an urban university in light of our new mission statement and the changing needs of our community. Most important will be continued recognition that a university in a city is both an urban institution and a university. As an urban institution it cannot neglect its local community. But as a university it should always participate in an international community of scholars dedicated to serving the needs and aspirations of humanity. The two roles are linked, and in serving the larger community a university can also serve its local community.

"Our University mission statement recognizes that a city requires a wide scope of higher education. It authorizes 'a broad range of programs at the baccalaureate and master's levels' and at the doctoral level 'a limited number of carefully selected programs which are not unnecessarily duplicative and which are relevant to the needs of its metropolitan service area.' It also establishes the University's statewide mission at all levels in medicine, dentistry, law, and urban affairs.

"One important reason our community needs advanced education is that business and industry are highly concentrated in Louisville. More than half the scientists employed by business and industry in Kentucky are in the Louisville area. Since about 40 percent of all scientists and engineers in private industry receive some kind of supplemental training each year, the climate for industry in Louisville definitely will be affected by the strength of the University't advanced social science and engineering programs. For example, one factor in this year's decision of the Borden Chemical Company to relocate one of its subsidiaries in Louisville was the strength of our Department of Chemistry.

"Another consideration is the cultural needs of Louisville. Two-thirds of the musicians in the Louisville Orchestra—and more than four-fifths of both the Kentucky Opera Association and the Louisville Bach Society--are students, faculty, or alumni of the University. This indicates how greatly the cultural life of the city depends upon the University's programs. Each year more than 500 cultural events are provided to the community by the University.

"These examples demonstrate how closely allied are the University's twin identities as an urban organization and an educational institution. There is no such thing as an urban molecule any more than there is an urban violin. The University can serve the community adequately only through a comprehensive, intellectually sound academic program.

"An urban university must offer a great deal more than academic courses. For instance, the Committee of Urban Program Universities sets these criteria for an urban university:

-A campus that is located in a major urban area.
-A substantial number of students who commute to campus.
-Programs that make higher education more accessible to students living in the urban community.
-Urban-oriented education, research, and service programs.
-A range of professional schools and doctoral programs.
-A deep sense of responsibility to their urban constituencies and of urgency in the need to cope with their constituents' problems.

"The University of Louisville meets these criteria.

"Both the Belknap and the Health Sciences campuses are located in the city. In developing its campus master plan, the University specifically rejected the suggestion that it move a major portion of its operations to the suburban Shelby Campus.

"Most University students are from the community. About 80 percent of the student body are residents of Jefferson County and over 90 percent live off campus and commute daily.

"Several approaches have been used to reach area students traditionally underrepresented in higher education. While the cost of living has been soaring, annual tuition has been reduced during the last 10 years from a high of $1,200 in 1967-68 to $550 in 1977-78, permitting thousands of low-income students in Jefferson County to gain access to higher education. The number of black students attending the University has grown sixfold in six years, from 252 students in 1970 to 1,531 last year, giving the University the largest black student body in the state. The West Louisville Educational Program has helped hundreds of disadvantaged black students move into the educational mainstream. We offer a comprehensive baccalaureate program in the late afternoon and evening for students who cannot attend classes during the day. During 1976-77, 5,234 part-time students enrolled in the program. We also provide extensive continuing education programs for those interested in personal or professional enrichment. Our continuing education programs enrolled more than 42,000 students in 1976-77.

"Our range of graduate and professional degree programs, which the Committee of Urban Program Universities considers characteristic of an urban university, provides inherent benefits to our community. Health science schools, through their professional, master's, and doctoral programs, train the doctors, nurses, dentists, technicians, and scientists who treat patients, provide direct health care services to thousands of people, and conduct vital research, a portion of which will have immediate applications in the community. Our School of Law trains members of the local bench and bar, and our Kent School of Social Work prepares young people for careers as public officials and community leaders.

"One growing aspect of our University's involvement in the life of Jefferson County is its emerging role as a manager of community service programs and facilities. The University is being asked to manage such diverse activities as urban research, health care, and the performing arts. Such requests indicate the increasing confidence community leaders have in the University's goals and abilities. The University has not sought out these responsibilities, but has been approached by local officials and requested to provide this leadership.

"We welcome such demanding involvement in local and regional affairs. Since at least the fourteenth century, when Oxford University began educating businessmen, universities have sought to build a tradition of active involvement in their communities. It is our hope that if cities are indeed the fireplaces of civilization, the urban universities can provide the light and warm ambience they need."

Mr. Chairman, I appreciate this opportunity to discuss with you, in the context of one great city and one great university, what an urban university's urban mission can be. I have not mentioned something else, however, for which the University of Louisville deserves, I believe, the thanks of cities and city people throughout this country. We share, with our neighbor from a somewhat smaller community, Alice Lloyd College, the distinction of having on our roll of alumni, the Chairman of the House Committee on Education and Labor, Carl D. Perkins. That may be almost enough for any one university to have done for the cities of America.

Mr. Chairman, the final witness to appear on behalf of the Committee of Urban Program Universities is Dr. Carlo L. Golino, who is retiring simultaneously as President of this organization, and Chancellor of the University of Massachusetts at Boston. CUPU has been operating under Carlo Golino's leadership for the last 18 months, and we were satisfied enough with the contributions he has made to our group and its cause to name him a member for life of our Board, and to warn him that the honor will entail being called on to continue to help us out. This is not, and I would like to have the record show it, Mr. Chairman, the last occasion on which Carlo Golino will be speaking out for the urban university.

TESTIMONY OF CARLO L. GOLINO

Mr. Chairman, when you introduced the draft bill which we offered you, you reserved the right to seek to improve it. The distinguished Members of the Senate who later introduced the bill each made it clear that they, too, were using the draft as a starting point, and the members of CUPU have joined with all of you in reserving the right to suggest changes and improvements as our discussions with other higher educators, and with other people interested in urban policy make clear would be helpful in achieving the objective of H.R. 7328.

The best way for me to proceed, I think would be to comment on some of the constructive criticisms that have been made about the original draft, to indicate where we believe it can be improved, and where we believe there are sound reasons for keeping it much as it is.

It has been suggested that the present draft of H.R. 7328 is "restrictive" or "exclusive" because there are universities in this country, outstanding universities, with an important urban mission, which do not qualify under the terms of the bill as introduced.

The definition of an "Urban Area", Mr. Chairman, as we recommended it to you prior to the introduction of this legislation, is a Standard Metropolitan Statistical Area (SMSA) which has a population of over 500,000. The latest population figures which we have available to us indicate that well over one hundred million of the American people live in the seventy (70) SMSA's which qualify as urban areas under the pending bill. Criticism has been leveled at this figure as constituting an arbitrary cut-off level for participation in a program which could be useful to cities near, but below the 500,000 population figure.

Mr. Chairman, our original idea called for cities—(not SMSA's) with a population of one million or more. This figure marks a substantial expansion from where we began. It is designed to admit most major cities and their urban universities into the program without so diluting the population figure as to wind up providing assistance under an Urban Grant Act to any school located in any community that wishes to call itself a city.

We admit that 300,000 is an arbitrary figure. Any figure will be arbitrary. We make no claim that 300,000 is the perfect figure, and we stand ready, of course, to abide by this Committee's judgement as to where the dividing line ought to be. We know of no case that can be made for any given figure except that it does or does not admit a given university. Recognizing that that may be, in the final analysis, the basis on which the population figure is set, we would content ourselves with urging the Committee not to so lower the population eligibility figure that it will fatally dilute the program, and result in thousands of universities each receiving a check for $14.50 with which it can make no serious contribution to any city's problems.

The next item in the list of qualifications for participation in the Urban Grant Program is that a participating university must draw a substantial portion of its undergraduate student body from the urban area in which it is located. We have run into very little objection to this provision from universities interested in participating in the program. The language of the bill does not specify the portion of the student body which ought to be from the city involved, but we do feel that there should be some kind of identification of the participating university with the people of the city. It is no denigration of the magnificent universities who serve a nation-wide, or indeed a world-wide clientele, Mr. Chairman, to suggest that their contribution is at a different level, and focussed on a different section of the world than one city. Harvard, Mr. Chairman, does not have service to Cambridge, Berkeley does not have service to Alameda County, as their primary or even secondary mission. They are world-wide universities, serving a global community, and I would be the first to admit that that kind of service may be more important in the long run than service to a given city. But there are schools which do want to serve the city in which they are located, and they tend to be those who draw their students from that city.

The third criterion for participation is that a university should have, to quote the bill, a "wide range of graduate and professional offerings". This provision has been criticized as "requiring the doctorate" or "limiting the program to a few major research universities".

This is not what the bill provides, it is not what this organization recommends, and I doubt very much that it is what the sponsors of the bill would support.

In effect, we do believe that a university, to provide research and services to a city should be a university, that it should have at least a sufficiently wide range of graduate and professional offerings in its curriculum to be able to provide on a sustained basis, the applied research and related services that this bill is all about. A university with no graduate faculty, no graduate students, no research facilities, no research-oriented staff, may well be performing a splendid job of its primary function--the provision of educational services to the people of the city. But this bill seeks to aid the university in the provision of its secondary function. And to do that, the university needs to have the capability on hand, of performing those functions.

Now the bill does visualize the situation where a university may qualify in all ways to participate in this program, except that it does not have in place the capability to carry out research or service funcitons. This bill recognizes that possibility, and provides for "program development" funds to help such a university develop the capacity to carry out such functions. The bill, as drafted, does not provide for the use of program development money to help a university without graduate programs in the first place, develop such programs so as to qualify for participation, and on the whole we believe that to do so would be to dilute the funds likely to be available for the Act to a dangerous degree. This bill does not purport to be a formula grant program which will rain--or dribble--funds on every university in every city in America, without reference to their qualifications to perform these secondary functions for their city. We do believe that the funds should be given where they can be most useful.

But we are by no means wedded to the particular language in the bill. Language could be substituted for clauses (D) and (E) of Sec. 143(2) which would require only that an eligible institution be one "which has the present capacity to serve such urban areas through the application of research or services responsive to the needs and priorities of such areas", and "which offers a sufficiently wide range of professional or graduate programs to sustain the application of such urban-oriented services."

We are not, in short, seeking to subsidize basic research into urban problems, we are not trying to subsidize the study of urbanology, nor are we trying to subsidize the efforts of two- and four-year institutions to provide education to an urban clientele. These are all vital programs. All of them need assistance, and all of them should be high on the list of national priorities. But so, too, should what we are trying to do—to support the efforts of qualified universities to supply applied research and related services to the cities in which they live.

Some of our own member institutions have suggested that there should be an even smaller amount of money set aside for program development than there is in this legislation. On balance, we disagree. The amount set aside is a declining percentage each year of the total amount appropriated, beginning at 30% of the total for the first program year, and going to 20% in the last three years. While we believe that project and comprehensive program funds should be the principle focus of this legislation, as the draft bill makes them, we do believe that there shoudl be some program development in the total mix each year, and that institutions which need a little help in reaching the point where they can sustain their own ability to participate in the program should have that help. But we have adopted a formula from the Education Amendments of 1976, in which the Federal contribution to cooperative education development at any one participating institution is required to taper off each year, so that the institution which receives such funds must contribute from its own resources and make a commitment of its own toward the development of that program. We support the application of this same formula to urban program development. We do not believe that a university should ask for program development money unless it is prepared to make its own commitment. We don't believe that money under this Act should become a permanent support for the internal program development of an urban university.

In sections 145 and 145 we get to the heart of the Urban Grant Act. In the former section, the bill provides funds--up to 90% in a given year--of the costs of carrying out single projects of assistance to the city. In Sec. 146, the Commissioner is authorized to provide, again up to 90% of the costs, of multidisciplinary, comprehensive programs of assistance to the city.

The distinction between these two kinds of urban service is largely one of scale. The comprehensive program assistance, which we frankly look upon as the ideal form of urban service to be rendered by universities under this Act, should involve the commitment of a very broad cross-section of the University's talents and skills to urban service. An urban grant university would be, under this section, a major source of external support for its city. Though the bill is silent on the matter, it has been suggested, I think very helpfully, that the bill should recognize the possibility of several universities forming a consortium to provide assistance to a given city. And I would think that such a provision, if needed, might be most usefully added at this point in the legislation. In many cities, and for many universities, the possibility of having one university provide truly broad-scale, comprehensive urban services might be either impractical from a point of view of that university's capabilities, or within the political content in a given city. I don't think our organization would object to language allowing for the designation of a given university as the leading university for a consortium, or for the designation under appropriate standards, of a consortium itself as the "Urban Grant University".

I should point out, of course, that there is nothing in the bill that suggests that there should be only one urban grant university in a given city. And there is certainly nothing that limits urban grant project assistance to a single university in a single city.

Several individuals and organizations who are otherwise supportive of the bill have suggested to us since its introduction that they believe there are other ways to achieve the purposes of Sec. 145 than through an Advisory Council of the precise description found in that section.

The present bill draft calls for an Advisory Council consisting of three groups of members--(1) 12 executive officers of urban universities, (2) six public members, who may be neither employees of urban universities nor of the United States, and (3) eight spokesmen for specific executive agencies of the United States--USOE, HUD, Commerce, Treasury, Justice, Labor, Interior and Transportation. This council, in addition to making recommendations to the Commissioner of Education with regard to the administration of the Act, and to the Congress and the President for changes in the Act, also has the specific duty to review and comment upon each application for a comprehensive program grant, and the accompanying designation as an urban grant university. The bill does not, I hasten to point out, give the Advisory Committee any administrative authority regarding the Act, nor any veto power over comprehensive program grants. It must be consulted with regard to each such grant. It need not give its approval for the grant to be made.

The first suggestion, with which this organization finds itself in general agreement, is that the Advisory Council also include some representatives of urban institutions, as defined in Sec. 143 (3) as well as urban universities. Urban institutions have a specific role to play in the Act, and we agree they should be included among those who advise on its administration.

It has also been called to our attention that the language relating to the composition of the Advisory Council makes no mention of representatives of students. We consider this an oversight, and believe that there should be explicit student representation on the Council--specifically, students who live in the urban area which their urban university serves.

An alternative suggestion is that the function of advising on the administration of the Act and on proposed changes in it, be conferred upon the existing Title I Advisory Committee. CUPU has no basic problems with this idea, provided that urban universities and urban institutions, as defined in Sec. 143 each be assured, of representation on the Title I Advisory Committee. We do believe that a structure, perhaps less grandly names, perhaps appointed at a lower level of the bureaucracy, but designed largely along the lines proposed in Sec. 145, be given a consultative role in the selection of urban grant universities and the awarding of comprehensive program grants. Such a consulting body need not be a formal advisory council, but we do think it should exist, and that it should have, at a minimum, the function described in Sec. 147(e)(1).

Our objective in supporting this legislation--and I mention this at the risk of repetition--is to try to develop a bill which will help the city. Yes, it will help the urban university to help the city, but in all frankness, we are not looking for a way to meet our current costs. We believe we have an obligation to the city, and we are willing, if the costs of doing that can be partly met, to have a hand at that job.

But this bill will not save the urban university. It will not bring to any single campus a flood of string-free Federal dollars which we can use so we can postpone thinking about our more basic financial problems. It will not give the participating universities either a carrot or a stick with which to corral more students. And, as I said at the beginning, it will not finally solve the problems of the cities.

But it can help.

To claim more would be to insult your credulity.

To offer less, would be to shirk our responsibility.

STATEMENTS OF COMMITTEE OF URBAN PROGRAM UNIVERSITIES PANEL, WERNER BAUM, CHANCELLOR, UNIVERSITY OF WISCONSIN/MILWAUKEE; C. PETER MAGRATH, PRESIDENT, UNIVERSITY OF MINNESOTA; JAMES G. MILLER, PRESIDENT, UNIVERSITY OF LOUISVILLE; CARLO L. GOLINO, CHANCELLOR, UNIVERSITY OF MASSACHUSETTS/BOSTON; MICHAEL GOLDSTEIN, ATTORNEY-AT-LAW WASHINGTON, D.C., COUNSEL, COMMITTEE OF URBAN PROGRAM UNIVERSITIES, AND JIM HARRISON, EXECUTIVE DIRECTOR, COMMITTEE OF URBAN PROGRAM UNIVERSITIES

Mr. BAUM. Mr. Chairman, members of the subcommittee. I am Werner A. Baum, chancellor of the University of Wisconsin/Milwaukee, and president-elect of the Committee of Urban Program Universities. My fellow presidents and chancellors of the 23 urban universities who constitute the committee have asked me to thank you for scheduling this hearing. We note with gratitude that more than half of this subcommittee has expressed faith in the idea of an Urban Grant Act by cosponsoring H.R. 7328.

Mr. FORD. Could I interrupt a moment.

I just called the attention of Jim Harrison, a long-time friend of this committee and former counsel for this committee, to the fact I noticed you have skillfully touched a lot of the committee members' collegiate backgrounds here, but you left out two of the urban universities I attended. I hope the next panel will not have that oversight.

Mr. HARRISON. We stand corrected, Mr. Chairman.

Mr. BAUM. When Chairman Ford introduced the legislation he expressed the view that the draft bill was a point of departure from which we could work together to explore the concepts of an Urban Grant Act, and to determine how such a program could most effectively be established

Chairman Ford, on behalf of himself and the other cosponsors, reserved the right to improve the legislation as further consideration dictated. The Committee of Urban Program Universities similarly reserved its right to propose such changes as discussion and testimony suggested to us.

After 3 years of our organization's existence, during which we have engaged in an intensive study of the concept, and initiated constructive discussions with other educators, we remain convinced that the basic concept of the Urban Grant Act, as embodied in H.R. 7328, is both sound and workable. It is, in our view, deserving of your support, and of a place in the panoply of Federal higher education programs.

But before we set forth detailed views about the legislation itself, let me tell you whom we represent and why we are interested in this legislation.

The Committee of Urban Program Universities is a group of 23 public and private universities, all located in large urban centers. We share a tradition of providing educational services to the people of our metropolitan areas.

We have formed our committee because we believe that the urban university has a dual obligation to the urban area in which it is located, that current Federal policy focuses largely on one of those two obligations, and that the Federal Government could usefully expand its area of concern and encouragement to cover both of them.

The first and foremost function of the urban university is, without question, its traditional educational function. Unless a university is preserving, adding to, and imparting knowledge it is not a university, urban or otherwise.

For the support of the traditional educational function of the university the Congress has already authorized a number of programs. While we cannot say that it has funded those programs at optimal levels, it has created them, and it has been generous in its financial support.

The individual members of CUPU, and the other organizations to which they belong—ACE, AASCU, the Land-Grant Association, and AAU, to mention only four—have supported the creation of most of these programs and have generally endorsed their full funding. Without prejudice to the right of our members individually or as a group to recommend further authorization and funding of programs of support for the university as an educator, we do not come before you today to ask for aid in the performance of that traditional educational function.

The Urban Grant University Act seeks to assist the urban university in its second role—that of a major source of research and service to the community in which it is rooted and which it is already serving educationally.

Under the proposed Urban Grant Act, funds would be made available to urban universities to carry out projects or comprehensive programs of research for and service to the cities in which they are located.

This does not mean, as we read the bill, that the funds would be available for the better teaching of urban affairs, for the provision of student aid to city residents, or to somehow "reward" or "compensate" universities for simply being in the turbulent, problem-fraught, but always exciting atmosphere of the city.

Urban Grant Act funds would be made available to the universities so that they can turn to the city halls, to the county court houses, and say, in effect, "We have a substantial store of brains, skills, and facilities, which can be used to address problems which are troubling you, and which are also troubling us, as an institutional resident of this city.

"By pooling some of our funds, some of yours, and funds to be made available under the Urban Grant Act by the Federal Government, we believe we can make a substantial contribution to the amelioration of those problems."

The bill does not, and, we believe, should not, specify the problems the universities and the cities can work together to address.

We believe that each city has its unique priorities, and that each university has a unique set of talents and skills to bring to bear on those problems.

The bill wisely permits such university to offer to its city a single project or a comprehensive program designed to match the university's resources with the city's problems.

Any effort to enumerate which problems should be addressed, even if only illustratively, would encourage the drawing up of regulations to limit the problems to be addressed to those which Federal agencies might consider appropriate and urgent at a given time.

While such regulations might seem reasonable from a national point of view, they might not be appropriate for some cities and some universities. We support the wide-ranging flexibility the present bill gives to both cities and universities.

In preparing for these hearings, Mr. Chairman, we have asked several of the presidents of CUPU member institutions to indicate what they are doing now that could be assisted by the Urban Grant Act.

We have also asked them to describe what they could be doing with the support of this act that they are not doing now. In a moment I would like to present to the subcommittee my colleague, President C. Peter Magrath, of the University of Minnesota, who will discuss in more concrete terms what the Urban Grant Act can mean for American cities if the full resources of our urban universities are tapped.

We were tempted, Mr. Chairman, to have all 23 of the member presidents come before you and tell you what their institutions have been doing and what they could do if this legislation is enacted. However, our executive director, who used to work for this subcommittee, was emphatic about the dangers of making our testimony too long. Therefore, we would like to ask your consent to submit in the near future, a more detailed list of what can be done in this area to be made a part of the hearing record.

Now, Mr. Chairman, I would like to present President Peter Magrath.

Mr. SIMON. If I could interrupt—unfortunately I had a 12:30 meeting. But one specific question I would like to direct to you or Jim or anyone.

On page 3, on the definition of urban university, says "which offers a wide range of professional or graduate programs."

I am thinking specifically like in the Chicago area—let me say no one from any of the universities has talked to me on this but Chicago State University would not comply with "E" probably and yet Chicago State University might very well have a very fine program in an area of great need.

Do we have to make that definition quite that restrictive?

Mr. BAUM. I believe Mr. Harrison is best able to answer that.

Mr. HARRISON. As a matter of fact Chancellor Golino who is one of our witnesses is going to offer language on our behalf which we feel will meet that problem of definition. We think that the objections that have been phrased to the language in the bill are well taken and we believe that a range of graduate or professional programs which are appropriate to the kinds of service the university is offering the city, is what should be required.

In other words, if you offer, you should be able to deliver.

Mr. **Magrath**. Mr. Chairman and members of the subcommittee I am Peter Magrath from the University of Minnesota.

I would like to start by emphasizing what Chancellor Baum said near the conclusion of his testimony. It is impossible and I think unnecessary in a short period of time to summarize let alone detail all of the programs and all of the services that urban universities are presently providing to American cities.

At best, I can offer a few selected examples that, while not definitive, are at least illustrative of the commitment on the part of CUPU member institutions to assist cities in confronting the nation's most pressing urban problem.

I might add parenthetically that we will continue to try to do the best we can with the resources that come our way but I think our real message is that we can do a lot more collaboratively with the cities and there are enormous unmet needs that have to be dealt with.

One of these needs, Mr. Chairman, can only be described as the abandonment of some of our inner city neighborhoods.

As you well know, the past decades have witnessed an ever increasing migration of Americans from the core cities to the suburbs, and as a result, the tax base, as well as the schools, the municipal services, and the living conditions in many local neighborhoods have deteriorated greatly.

In confronting this growing problem, Georgia State University in Atlanta, has developed a program that focuses upon neighborhood abandonment, its causes, its implications, its attendant problems, and finally, its possible solutions.

Working with municipal planners, with local financial institutions, and with Atlanta community groups, faculty and researchers from Georgia State University are attempting to define the appropriate role of government, business, and local leadership in addressing the crisis of neighborhood abandonment.

Such investigations, I need not remind you, have consequences far beyond the Atlanta city limits, for if an appropriate model can be developed to curb the outmigration, the dwindling tax base, and the abandonment of our inner cities, then all of America will profit.

Similarly, the entire nation, and especially our larger cities, stand to benefit from the outreach programs such as those presently being offered by Temple University and the University of Minnesota.

Researchers in these schools have discovered that as citizens leave the inner-city neighborhoods, so too do local businesses and corporations. The result is a further drain upon the tax base of the local economy, propelling more outmigration, more financial difficulties, and a further deterioration of urban life.

In attempting to reverse this trend, Temple University's School of Business Administration and the University of Minnesota's Center for Urban and Regional Affairs have established programs aimed at assisting small businesses and corporations, especially those owned by minority businessmen, to cope with the economic problems of the urban marketplace.

Basic training in sound business practices and in applied marketing techniques is provided to those businessmen who often need it the most, but who can afford it the least.

Out of such training will emerge a stronger urban and minority business community, one that better serves the innercity residents of Philadelphia and Minneapolis, the States of Pennsylvania and Minnesota, and ultimately the Nation.

A third national problem that strikes particularly hard at our major cities relates to energy consumption. Each of you gentlemen fully realizes that if the United States is to avoid a paralyzing energy crisis, then we must develop alternative methods for heating and cooling our homes, schools, and businesses.

Some urban university researchers recognized this potential crisis years ago and became the pacesetters in testing alternative energy sources in those communities that consume the most energy, namely, our major cities.

Thus, for some years now, scientists at the Universities of Louisville, Massachusetts, Minnesota, and Wisconsin at Milwaukee have been investigating the applicability of solar energy both in the construction of new housing units as well as in the conversion of older homes and buildings.

I am proud to say that Minnesota pioneered research on insulation and solar energy years before public and political attention was paid to these areas.

Other researchers at those same urban universities have been preoccupied with studies that focus upon earth-sheltered or underground buildings as alternative methods for decreasing the energy consumption of our scarce oil and fuel supplies. It is from the laboratories of these researchers—laboratories that are located in the neighborhoods of our inner cities—that answers to our future energy and housing questions will emerge.

As might well be expected, other urban problems command the attention and the resources of other CUPU member institutions. On the other hand, researchers at the University of Wisconsin at Milwaukee have produced path-breaking studies into the causes of homicide in black communities, the problems of court-ordered school desegregation, and the plight of unemployed minorities.

At my own institution, the University of Minnesota, I can cite a wide range of services that are offered to the Minneapolis and St. Paul communities through our Center for Urban and Regional Affairs.

The CURA program, which administers a budget of approximately $1 million annually (half from State appropriations and half in the form of contracts and grants), covers such areas as urban planning and land use, energy and housing, minority education and minority business, transportation and environmental problems, and a variety of intercultural programs.

The basic strategy involved in CURA is to bring relevant university resources together to work on an identity-fed community problem, to then develop a pilot program and evaluation mechanism, and if successful, to transfer those programs into the proper units in the university or in the community.

In many respects, the Minnesota Legislature's continuing support of CURA is an analog to the support requested from Congress in the urban grant bill. CURA has established a record among legislators, State agencies, local governments, and the community as an operation that can get people to work together in developing an idea, and then either putting it into practice if it works, or dropping it if it doesn't.

That is one of the great success stories. If it works it is continued, transferred. If it doesn't work we admit that and go on to something else.

To provide you with a fuller explanation of our CURA activities, I have given your staff a brief 7-year report on the types of projects that this center undertakes; projects, I might add, that will increase in the years ahead due to the center's close affiliation with the University of Minnesota's Hubert H. Humphrey Institute of Public Affairs.

I have been talking about what universities have been doing and could be helped to do by the Urban Grant Act. I would like to call to your attention, also, a proposal set forth very persuasively by a group of the librarians at the member institutions of our committee. As expressed in a letter from Dr. Hal Schell, vice-provost for Libraries of the University of Cincinnati, one kind of activity which could be assisted under the Urban Grant Act would be the establishment of major urban resource and informational centers. Let me quote from Dr. Schell's letter:

> The establishment of these major informational centers would go a long way toward not just saving, but enhancing, our metropolitan way of life. These centers would:
>
> Provide the instructional and learning needs of students preparing to assist in the future toward solving urban problems.
>
> Would provide the resource materials for faculty research and consultation on urban problems.
>
> Would provide the books, journals, a/v materials and computerized data services for programs of continuing education for the business, commercial, social and cultural personnel of our urban areas who will seek retraining to aid in their endeavors toward the enhancement of metropolitan areas.
>
> Would provide the resource materials for those already trained—the professional practitioners of law enforcement, health care, social work, urban planners, architects, and engineers and those involved in cultural services to the cities.
>
> Would provide the resource materials for the citizens who serve on boards or who actually work for the many private, public and governmental agencies of our metropolitan areas.

Mr. Chairman, I think it would be appropriate for me to summarize my remarks by calling your attention to a piece of legislation that was before Congress 116 years ago.

The bill that I am referring to was authored by Congressman Justin Morrill of Vermont, and it would later be called the Morrill Land-Grant Act of 1862. The Land-Grant Act, as you know, was intended to set aside public lands for the support of universities and colleges designed to teach "such branches of learning as are related to agriculture and the mechanic arts."

Representative Morrill succeeded in persuading the Congress to pass his proposal in 1859, but President Buchanan promptly vetoed it as unconstitutional.

However, much to his credit, Congressman Morrill introduced the bill again and again, and finally it became law. The result of his persistence is well known to each member of this committee.

To no small extent, the Land-Grant Act provided American farmers the scientific training and expertise that made this Nation the agricultural giant that it is today, the bread basket of the world, and the Nation that feeds not only its own citizens, but people across the world.

That same act helped make this Nation an industrial giant, unsurpassed in sophisticated technology. I submit that the same vision and commitment that motivated Justin Morrill is necessary today if our Nation is to rescue its cities.

I do represent an agricultural university as well as a urban university. I see no conflict between moving in agriculture which is so vital and moving to address the problems of our cities.

We don't claim, Mr. Chairman, that the Urban Grant University Act will solve the problems of the cities. Any organization which comes before you with a simple single solution to the incredibly complex problems of the cities of this Republic either misunderstands the nature of those problems or over estimates the gullibility of the Congress.

The Urban Grant Act is, however, a step in the right direction. It provides our universities and our city governments with one more tool they can apply to the attack upon their manifold problems.

Mr. QUIE. Mr. Chairman, could I ask a few questions now because I have to go to another meeting.

First, I would like to say to my colleagues on the committee that we do have an outstanding president of the University of Minnesota. I am glad to hear your testimony, but I would like to ask a few questions.

A number of the problems that you speak of are not limited to the large urban areas. At one time we used to think that crime was limited to big cities. Should this be addressed so as to include the rural areas or should we just address ourselves to the urban areas.

Mr. MAGRATH. Mr. Chairman, Mr. Quie, I agree with the general point that you make. These problems are interrelated. Crime can occur in a very small community of 2,000 or 3,000 just as it can occur in a city of 1½ million.

The point we would make is that urban universities with certain types of faculties and talents and skills in their graduate and professional and their outreach programs can address problems that are very serious needs in the urban context and that if successfully addressed there, can be translated to assist in smaller communities.

Our Center for Urban and Regional Affairs that I know you are familiar with does tend to focus in the Minneapolis/St. Paul area but some of their work in land use studies, environmental issues and so on, impact throughout the entire State. addresses itself to some of the water problems that are part of our benefit and part of our challenge for the future in Minnesota.

I would also point out that the agricultural support that has been developed by our universities in working with farmers was rather specifically focused, particularly at the beginning, on the needs of the farming population and yet increasingly we see the vital relevance of what we do in our food policy to the urban areas and the extension agents concept has now been brought into the urban area but it grew out of a targeted focus on agricultural problems.

I think there are specific kinds of challenges when you concentrate lots of people, kinds of people, in big cities but I would not go so far as to say some of the solutions would not have some definite benefit for smaller communities.

Mr. QUIE. Should the suburban areas be involved in this legislation or should it be limited to urban areas?

Mr. MAGRATH. Urban and suburban run together in this legislation and these programs would—when we talk about Minneapolis we talk about a city of 300,000 to 400,000; St. Paul is a little smaller but about that.

But when I talk about Minneapolis/St. Paul we say the twin cities and I am thinking of a metropolitan area of 2 million that includes suburbs like Roseville and the answer HR 7328 talks about SMSA's, not only about cities, in the narrow political entity sense. What we would do under this legislation would benefit the suburban areas that are tied into our great cities.

Mr. QUIE. So you count both urban and suburban together in this legislation.

Mr. MAGRATH. Yes.

Mr. FORD. Would you yield?

As a Representative of a totally suburban district I was concerned about that definition from the beginning. I am satisfied that using the standard metropolitan statistical area meets the problem because in our case in Michigan it actually brings in 80 or 90 governmental units in addition to the city of Detroit.

They would all be considered a part of the same urban area as the city of Detroit where Wayne University for example is located.

Mr. QUIE. If we use the 7-county metropolitan area throughout Minneapolis/St. Paul we get a rural area. You mentioned cooperative extension and county agents. Do you envision the same kind of a system here?

Mr. MAGRATH. Mr. Chairman, Mr. Quie, I do. I see this as a very important example of what could be developed.

Mr. QUIE. I am glad of that because it is not everyone who will accept what a university tells them and that gap was bridged by the agricultural colleges in that the county agent is in effect an assistant professor but he still belongs to people in the area.

Mr. MAGRATH. He has credibility because he lives with the people and he is perceived as one of them.

Mr. QUIE. We have one land-grant college per State except when they divided them because of race. I understand in Minnesota, the University of Minnesota would be the only one that would qualify under the definition here.

What about in large metropolitan areas where there are a number of institutions, will one have to be selected or can they all get in it?

Mr. MAGRATH. No, Mr. Chairman, we do not propose the selection of a single university in a given area. The legislation and the amendments that we hope to propose are to make this as inclusive as possible without losing the focus and the targeting that gives it some genuine purpose.

Mr. FORD. If the gentleman will yield.

At the end of the bill there are two limitations to that which would come in to play. One, no more than 15 percent of the money in the bill could go to one State even though there might be multiple or a large number of urban universities in that State, and further, the Commission will move toward achieving broad and equitable geographic distribution.

I assume by my experience with the gentleman from Minnesota over some 14 years that, with his help, I will have to consider refining that somewhat further. I think we would be going in the same direction.

It is something we could work on.

Mr. QUIE. As far as these—I will call them city agents or metropolitan agents or urban agents—how would you work it then if they were related to three institutions?

Have you thought through how you relate them to different institutions?

Mr. MAGRATH. We can do that through consortia. Even with the county extension agents it is not all that simple. They are funded through multiple funding. If we can assume the funding dictates loyalty to social element our extension agents are funded from the counties, from the Federal Government and they are funded from general State appropriations and they relate to county boards as well as to their home base university as well as to the direct dictates of policies of USDA but I do not see that as a problem. I see that as something that can be resolved through consortia and cooperative relationships.

The object is not to be loyal to one place but to serve a general need.

Mr. QUIE. If you were required, would you accept a consortia in a State?

Mr. MAGRATH. I would prefer not to have it as a requirement but certainly an expectation that consortia would be appropriate, would be in order with what we propose.

Mr. QUIE. The last question I have is that we have had agricultural extension in land-grant colleges for a long time. We have farmer strikes now as you indicated so we are not going to solve all the problems with this bill.

What we have tended to do in agriculture is to solve the problems of production to a great extent. The Extension Service has also done education in regional problems between people.

As you look at the needs of the city probably the most severe of all is how people relate to each other. It is much more than money in their hands, which is part of it.

Crime, the drugs problem, come out of an inability of people to live in grace with each other. Institutions of higher education started in this country really addressing that problem first.

To what extent do you think you can address those relational problems? Do you think there is anything needed here or can you address them sufficiently.

Mr. Magrath. Mr. Chairman and Mr. Quie, as you imply that is the most difficult problem that we face. My personal view is that because it is tough and difficult and because Peter Magrath does not believe we have the solution and I don't think anybody has, I still don't believe we run away from that.

I think we face the fact that to deal constructively in our cities with the people-to-people relationships is our greatest challenge and I am not confident that we can deal with that so as to solve all the problems.

I am confident we can address ways in which people can live and work together and be educated. I really do have that faith. If I did not have that faith I would not be able to represent any university in any situation. I do think it is a tougher issue than just to deal with production and we know there are criticisms of what our agricultural colleges do in the agriculture field, that they don't deal with some of the other human relation issues that are there, as it is sometimes said.

Mr. Quie. If we are going to go with this legislation I would like to address those people problems because those are the problems where you reach the most controversy.

Mr. Baum. May I make an observation in response to Mr. Quie's first question in regard to outlying small urban areas. The consortium mechanism which President Magrath mentioned can be highly constructive in dealing with that phase of the problem as well.

We have a model here in Wisconsin which Mr. Cornell may be familiar with. We have what we call the urban corridor consortium of institutions that involves in addition to the Milwaukee institutions three smaller ones in the State of Wisconsin.

One in the Kenosha-Racine area, one in Oshkosh-Appleton area and the third in Green Bay, Wis.

Those three institutions together with us operate an urban corridor consortium. While by far the primary strength resides in the Milwaukee campus there is a continuing interrelationship among those four campuses and a flow out and participation by the other campuses in the endeavors which gets translated into benefits for those other more modestly sized urban communities.

Mr. Quie. Have you seen some results in your work on homicide in black communities?

Mr. Baum. That project, Mr. Quie, is in its first year so I am not prepared at this stage to give you specifics.

Mr. Ford. I might mention to you I have a note here indicating that there was an estimate done on how many institutions would appear to meet on the face the definitions here. It is around 600. It is a pretty broad approximation. If the definition were left the way it is, about 600 institutions appear to have the characteristics that would meet the definition in this bill.

Mr. Quie. And it is going to be expanded from the conversation with Paul Simon.

Mr. Ford. I assume if we get into southern Illinois, we won't get a bill.

Mr. Quie. Judging from our experience in title I—and I recognize there was not much money in it but I do have a concern of it being frittered into a number of institutions in one area and nobody knows who is in charge. At least I can indicate to you I have a desire to move the legislation.

Mr. **Ford**. I might mention also it has to be kept in mind that we do not limit the approach of the bill to public urban institutions. Private universities are treated the same as the public.

Mr. **Magrath**. Mr. Chairman, our next witness is Dr. James Grier Miller, president of the University of Louisville, currently secretary of the Committee of Urban Program Universities, and just named as our vice president for the year just ahead. Dr. Miller is not only an educator and administrator, but is also a distinguished scientist in the field of systems analysis—which is, I believe, what urban affairs are all about.

Mr. **Miller**. Thank you.

Mr. Chairman, members of the subcommittee, I appreciate the opportunity to talk with you today about the Urban Grant Act, and, more specifically, about the nature of the urban university, as I believe it is exemplified by the University of Louisville.

I do not intend to present my entire written testimony but simply to make a few points and to highlight what I said. The main point which was made by the chairman at the beginning of this session I think should be emphasized. The real thrust of this legislation is to help the cities. We believe there is no institution more encompassing in its capabilities of helping the cities than a comprehensive university. The consortium which has been mentioned by Mr. Quie is something that is certainly in our minds in Louisville and indeed as you will hear later from Dr. Albright, our consortium like our SMSA, crosses State boundaries and we include, in a consortium of universities called the Kentuckiana Multiversity, the University of Indiana Southeast as well as several Kentucky institutions of which our institution happens to be the largest but we work cooperatively.

This pattern works also in the Cincinnati-Covington area and I believe is a solution for the problem that Mr. Quie has mentioned. But the fact is that the main purpose of this legislation is to provide funding so that the expertise of the universities in a wide range of topics which only universities can provide can be made available to the cities and counties and other municipal officials in a way that will be most useful to them, will be apolitical, will continue on from one administration until the next so that long-range planning is possible in a way that has not been possible in the cities that are spending massive amounts of Federal and local funds in ways which often seem most disorganized.

One of the many reasons for the formation of CUPU was because the mayor of one of the largest cities in the country asked the heads of one of our institutions to help him make some sense out of the health delivery system of the city because he had no capability to do it.

There were seven medical schools in that city and it was just not possible for him to find interest in the individual public and private and hospital-based medical schools in the city toward a total program for the city of several million people which needed health care desperately. He turned naturally to the university head because there was no other way that he could see within his capability to deal with this very fundamental problem.

It is this sort of problem that we are talking about.

The University of Louisville is the oldest municipal university in the United States being founded in 1798 and it has from the beginning, starting 10 years after the city itself was chartered by Thomas Jefferson, participated in the operation of the city. It has grown as the city has.

In recent years as a State University it has grown much more rapidly because funding made possible greater contributions. But the fact is that almost every sector or segment or subsystem of the city has a related part of the university that is working with it. The concept which I would like to put forward, which is the concept on which our urban university is being developed is that we identify the various sectors of need in the city, the governmental sector the health sector, the housing sector, the arts, the human relations aspect which Mr. Quie mentioned and then try to develop capabilities within the university not only to train people to take leadership in those segments of the community but also to provide basic research, applied research, consulting capabilities not to run the city, not to run the urban area or the suburban area but simply to provide this objective expertise as needed by the officials in power with the authority to determine how funds should be expanded.

Now in our university we have a number of colleges and each of them does relate to a sector of the community. Let me make a few illustrations.

One important reason our community needs advanced education is that business and industry are highly concentrated in Louisville. More than half the scientists employed by business and industry in Kentucky are in the Louisville area.

Since about 40 percent of all scientists and engineers in private industry receive some kind of supplemental training each year, the climate for industry in Louisville—with the largest General Electric factory in the country, with large International Harvester factory, with headquarters of Brown-Williamson Tobacco Co., and so on—definitely will be affected by the strength of the university's business schools, advanced business programs, continuing education programs, and advanced social science and engineering programs and so forth.

I would like to point out the urban universities throughout the country have much more adult education in relation to undergraduate education that other institutions.

For example, our total regular student body this year is about 18,000 students. There are 42,000 other students, continuing education students, adult students over 23 years of age who are taking courses and it is convenient for them because of the urban central location of our university like most other urban universities.

Another consideration is the cultural needs of Louisville. Two-thirds of the musicians in the Louisville Orchestra—and more than four-fifths of both the Kentucky Opera Association and the Louisville Bach Society—are students, faculty, or alumni of the university.

This indicates how greatly the cultural life of the city depends upon the university's programs. Each year more than 500 cultural events are provided to the community by the university.

Our range of graduate and professional degree programs, which the Committee of Urban Program Universities considers characteristic of an urban university, provides inherent benefits to our community.

Health science schools, through their professional, master's and doctoral programs, train the doctors, nurses, dentists, technicians, and scientists who treat patients, provide direct health care services to thousands of people, and conduct vital research, a portion of which will have immediate applications in the community.

Our school of law trains members of the local bench and bar, and our Kent School of Social Work prepares young people for careers as public officials and community leaders.

One growing aspect of our university's involvement in the life of Jefferson County is its emerging role as a manager of community service programs and facilities. The university is being asked to manage such diverse activities as urban research, health care, and the performing arts. Such requests indicate the increasing confidence community leaders have in the university's goals and abilities which was bridged under the land grant bill in relation to the agricultural communities.

We are bridging this similar gap between the community leaders, the community as a whole, and the university.

The university has not sought out these responsibilities, but has been approached by local officials and requested to provide this leadership.

We welcome such demanding involvement in local and regional affairs. Since at least the 14th century, when Oxford University began educating businessmen, universities have sought to build a tradition of active involvement in their communities. It is our hope that if cities are indeed the fireplaces of civilization, the urban universities can provide the light and warm ambience they need.

One of the problems we have in common with all the other urban universities is that we are funded primarily for the purpose of teaching and doing research and development work. This is what the state gives us money for but we are being asked by the city governments, the officials of the community, and many components of the communities to provide other services for which we basically have no funds.

I could go through all the other schools in our university, our School of Police Admission is training police not only in the city but throughout the State and nationally and is involved in the selection of the top police personnel on a continuing basis.

Our arts and science universities deal not only with human relations problems but with development of basic geological science used in many ways in our industry.

Our school of engineering is involved in the housing problem, in the transportation problem in the city, in the solid waste disposal problem and a series of other major issues that face every city.

And our university college is working in special relationships particularly with black and other minorities who have not gotten adequate backgrounds in their education in the school system.

We are trying to change the character of education in the school system by teaching the teachers and also by retraining them and updating them through graduate programs later on.

Our urban studies institute is working on contracts from the Federal Government on many of the types of activities that we could use much more funding for if we could obtain it as well as local funding to carry out functions which the city desperately needs.

Mr. Chairman, I appreciate this opportunity to discuss with you, in the context of one great city and one great university, what an urban university's urban mission can be. I have not mentioned something else, however, for which the University of Louisville deserves, I believe, the thanks of cities and city people throughout this country. We share, with our neighbor from a somewhat smaller community, Alice Lloyd College, the distinction of having on our roll of alumni, the chairman of the House Committee on Education and Labor, Carl D. Perkins. That may be almost enough for any one university to have done for the cities of America.

Mr. BUCHANAN. Mr. Chairman, I must apologize. I must leave momentarily but if I don't get back I would like to request the permission that counsel might ask some questions I do have and if they do sound tough it is because they are.

I want to make clear to the president of the University of Minnesota I am not a direct descendent of the President who vetoed that. He was an old bachelor and I would be offended if any one were to imply I were.

My tough questions can better be asked by someone who is both smarter and prettier than I am and will put sugar coating on the questions.

Mr. FORD. Thank you Mr. Buchanan.

Mr. MILLER. Mr Chairman, I would now like to turn over the testimony to the current president of CUPU, and the current chancellor of the University of Massachusetts at Boston, Dr. Carlo L. Golino.

Chancellor Golino is retiring from both of those posts on January 31, but his contributions to CUPU and to the urban grant concept have been so important that we have elected him a board member emeritus, and warned him that we intend to keep using his talents and energies in this cause. Chancellor Golino has been asked to discuss with you the details of the legislation, and the proposals which we are ready to make for improvements in the draft bill.

Mr. FORD. You may proceed.

Mr. GOLINO. Mr. Chairman, when you introduced the draft bill which we offered you, you reserved the right to work to improve it. The distinguished Members of the Senate who later introduced the bill each made it clear that they, too. were using the draft as a starting point, and the members of CUPU have joined with all of you in reserving the right to suggest changes and improvements as our discussions with other higher educators, and with other people interested in urban policy make clear would be helpful in achieving the objective of H.R. 7328.

The best way for me to proceed, I think, would be to comment on some of the constructive criticisms that have been made about the original draft, to indicate where we believe it can be improved, and where we believe there are sound reasons for keeping it much as it is.

It has been suggested that the present draft of H.R. 7328 is "restrictive" or "exclusive" because there are universities in this country, outstanding universities, with an important urban mission, which do not qualify under the terms of the bill as introduced.

The definition of an "urban area," Mr. Chairman, as we recommended it to you prior to the introduction of this legislation, is a standard metropolitan statistical area (SMSA) which has a population of over 500,000.

The latest population figures which we have available to us indicate that well over 100 million of the American people live in the 70 SMSA's which qualify as urban areas under the pending bill.

Criticism has been leveled at this figure as constituting an arbitrary cutoff level for participation in a program which could be useful to cities near, but below the 500,000 population figure.

Mr. Chairman, our original idea called for cities—not SMSA's—with a population of 1 million or more. The figure in the bill marks a substantial expansion from where we began. It is designed to admit most major cities and their urban universities into the program without so diluting the population figure as to wind up providing assistance under an Urban Grant Act to any school located in any community that wishes to call itself a city.

We admit that 500,000 is an arbitrary figure. Any figure will be arbitrary. We make no claim that 500,000 is the perfect figure, and we stand ready, of course, to abide by this committee's judgment as to where the dividing line ought to be.

We know of no case that can be made for any given figure except that it does or does not admit a given university. Recognizing that that may be, in the final analysis, the basis on which the population figure is set, we would content ourselves with urging the committee not to so lower the population eligibility figure that it will fatally dilute the program, and result in thousands of universities each receiving a check for $14.50 with which it can make no serious contribution to any city's problems.

The next item in the list of qualifications for participation in the urban grant program is that a participating university must draw a substantial portion of its undergraduate student body from the urban area in which it is located. We have run into very little objection to this provision from universities interested in participating in the program.

The language of the bill does not specify the portion of the student body which ought to be from the city involved, but we do feel that there should be some kind of identification of the participating university with the people of the city. It is no denigration of the magnificent universities who serve a nationwide, or indeed a worldwide clientele, Mr. Chairman, to suggest that their contribution is at a different level, and focused on a different section of the world than one city.

Harvard, Mr. Chairman, does not have service to Cambridge, Berkeley does not have service to Alameda County, as their primary or even secondary mission. They are worldwide universities, serving a global community, and I would be the first to admit that that kind of service may be more important in the long run than service to a given city. But there are schools which do want to serve the city in which they are located, and they tend to be those who draw their students from those cities.

The third criterion for participation is that a university should have, to quote the bill, a "wide range of graduate and professional offerings." This provision has been criticized as "requiring the doctorate" or "limiting the program to a few major research universities."

This is not what the bill provides, it is not what this organization recommends, and I doubt very much that it is what the sponsors of the bill would support.

In effect, we do believe that a university, to provide research and services to a city should be a university that it should have at least a sufficiently wide range of graduate and professional offerings in its curriculum to be able to provide on a sustained basis, the applied research and related services that this bill is all about.

A university with no graduate faculty, no graduate students, no research facilities, no research-oriented staff, may well be performing a splendid job of its primary function—the provision of educational services to the people of the city. But this bill seeks to aid the university in the provision of its secondary function. And to do that, the university needs to have the capability on hand, of performing those functions.

Now the bill does visualize the situation where a university may qualify in all ways to participate in this program, except that it does not have in place the capability to carry out research or service functions.

This bill recognizes that possibility, and provides for "program development" funds to help such a university develop the capacity to carry out such functions.

This bill, as drafted, does not provide for the use of program development money to help a university without graduate programs in the first place develop such programs so as to qualify for participation, and on the whole we believe that to do so would be to dilute the funds likely to be available for the act to a dangerous degree.

This bill does not purport to be a formula grant program which will rain—or dribble—funds on every university in every city in America, without reference to their qualifications to perform these secondary functions for their city. We do believe that the funds should be given where they can be most useful.

But we are by no means wedded to the particular language in the bill. Language could be substituted for clauses (D) and (E) of section 143(2) which would require only that an eligible institution be one "which has the present capacity to serve such urban areas through the application of research or services responsive to the needs and priorities of such areas," and "which offers a sufficiently wide range of professional or graduate programs to sustain the application of such urban-oriented services."

We are not, in short, seeking to subsidize basic research into urban problems, we are not trying to subsidize the study of urbanology, nor are we trying to subsidize the efforts of 2- and 4-year institutions to provide education to an urban clientele. These are all vital programs. All of them need assistance, and all of them should be high on the list of national priorities. But so, too should what we are trying to do—to support the efforts of qualified universities to supply applied research and related services to the cities in which they live.

Some of our own member institutions have suggested that there should be an even smaller amount of money set aside for program development than there is in this legislation. On balance, we disagree. The amount set aside is a declining percentage each year of the total amount appropriated, beginning at 30 percent of the total for the first program year, and going to 20 percent in the last 3 years. While we believe that project and comprehensive program funds should be the principle focus of this legislation, as the draft bill makes them, we do believe that there should be some program development in the total mix each year, and that institutions which need a little help in reaching the point where they can sustain their own ability to participate in the program should have that help. But we have adopted a formula from the education amendments of 1976, in which the Federal contribution to cooperative education development at any one participating institution is required to taper off each year, so that the institution which receives such funds must contribute from its own resources and make a commitment of its own toward the development of that program. We support the application of this same formula to urban program development. We do not believe that a university should ask for program development money unless it is prepared to make its own commitment. We don't believe that money under this act should become a permanent support for the internal program development of an urban university.

In sections 145 and 146 we get to the heart of the Urban Grant Act. In the former section, the bill provides funds—up to 90 percent in a given year—of the costs of carrying out single projects of assistance to the city. In section 146, the Commissioner is authorized to provide, again up to 90 percent of the costs, of multidisciplinary, comprehensive programs of assistance to the city.

The distinction between these two kinds of urban service is largely one of scale. The comprehensive program assistance, which we frankly look upon as the ideal form of urban service to be rendered by universities under this act, should involve the commitment of a very broad cross section of the university's talents and skills to urban service. An urban grant university would be, under this section, a major source of external support for its city. Though the bill is silent on the matter, it has been suggested. I think very helpfully, that the bill should recognize the possibility of several universities forming a consortium to provide assistance to a given city. And I would think that such a provision, if needed, might be most usefully added at this point in the legislation. In many cities, and for many universities, the possibility of having one university provide truly broad-scale, comprehensive urban services might be either impractical from a point of view of that university's capabilities, or within the political context in a given city. I don't think our organization would object to language allowing for the designation of a given university as the leading university for a consortium, or for the designation under appropriate standards, of a consortium itself as the "Urban Grant University."

I should point out, of course, that there is nothing in the bill that suggests that there should be only one urban grant university in a given city. And there is certainly nothing that limits urban grant project assistance to a single university in a single city.

Several individuals and organizations who are otherwise supportive of the bill have suggested to us since its introduction that they believe there are other ways to achieve the purposes of section 145 than through an Advisory Council of the precise description found in that section.

The present draft calls for an Advisory Council consisting of three groups of members—(1) 12 executive officers of urban universities, (2) six public members, who may be neither employees of urban universities nor of the United States, and (3) eight spokesmen for specific executive agencies of the United States—USOE, HUD, Commerce, Treasury, Justice, Labor, Interior, and Transportation. This Council, in addition to making recommendations to the Commissioner of Education with regard to the administration of the act, and to the Congress and the President for changes in the act, also has the specific duty to review and comment upon each application for a comprehensive program grant, and the accompanying designation as an urban grant university. The bill does not, I hasten to point out, give the advisory committee any administrative authority regarding the act, nor any veto power over comprehensive program grants. It must be consulted with regard to each such grant. It need not give its approval for the grant to be made.

The first suggestion, with which this organization finds itself in general agreement, is that the Advisory Council also include some representatives of urban institutions, as defined in section 143(3) as well as urban universities. Urban institutions have a specific role to play in the act, and we agree they should be included among those who advise on its administration.

It has also been called to our attention that the language relating to the composition of the Advisory Council makes no mention of representatives of students. We consider this an oversight, and believe that there should be explicit student representation on the Council—specifically, students who live in the urban area which their urban university serves.

An alternative suggestion is that the function of advising on the administration of the act and on proposed changes in it, be conferred upon the existing Title I Advisory Committee. CUPU has no basic problems with this idea, provided that urban universities and urban institutions, as defined in section 143, each be assured of representation on the Title I Advisory Committee. We do believe that a structure, perhaps less grandly named, perhaps appointed at a lower level of the bureaucracy, but designed largely along the lines proposed in section 145, be given a consultative role in the selection of urban grant universities and the awarding of comprehensive program grants. Such a consulting body need not be a formal advisory council, but we do think it should exist, and that it should have, at a minimum, the function described in section 147(e)(1).

Our objective in supporting this legislation—and I mention this at the risk of repetition—is to try to develop a bill which will help the city. Yes; it will help the urban university to help the city, but in all frankness, we are not looking for a way to meet our current costs. We believe we have an obligation to the city, and we are willing, if the costs of doing that can be partly met, to have a hand at that job.

But this bill will not save the urban university. It will not bring to any single campus a flood of string-free Federal dollars which we can use so we can postpone thinking about our more basic financial problems. It will not give the participating universities either a carrot or a stick with which to corral more students. And, as I said at the beginning, it will not finally solve the problems of the cities.

But it can help.

To claim more would be to insult your credulity.

To offer less, would be to shirk our responsibility.

Mr. FORD. Thank you very much.

Mr. CORNELL. I was wondering to what extent that the States in which various institutions are located find grants to your institutions for urban oriented programs?

Mr. GOLINO. If I may, Mr. Chairman, I think that depends entirely on the particular state and the particular university. In my case—and I can only speak about my case, Boston which is certainly very urban and a rather new and growing university, the situation is not very good. The State of Massachusetts has been in very difficult financial problems and what is given by the State for particular help by universities to the cities is very limited.

My colleagues, I am sure, may wish to add something.

Mr. BAUM. Mr. Cornell, I am sure you know the tenor of Wisconsin Legislature very well. We do obtain some funding from the State in support of what is termed "applied urban research."

It is extremely modest funding. This particular year the legislature authorized $100,000 for us to initiate some new activities that were deemed of importance by them and by the city.

If I were to compromise half way between what the legislature of Wisconsin makes available and what Mayor Meyer and others in the metropolitan area consider necessary and desirable in the way of supportive services, if I were to compromise that half way we are a long, long way from funding that halfway mark.

Mr. CORNELL. In my part of the State, people feel that everything goes to your community, but the fact is we are talking about a bill here that I understand initially would provide $25 million for these programs.

Yet, some States are in far better financial position comparatively than the Federal Government. Wisconsin is a typical example. The chief occupation of our State politicians today is what to do about the $300 million surplus that they have. At the same time I keep getting letters from State officials, heads of various State departments and our chief executive to vote more and more and more for various programs.

That was the reason for my question about what the States were doing in this respect.

Mr. **Miller.** Mr. Chairman, our university has just recently been given beginning next year 2.5 percent of our total budget for community services. This will not pay one-tenth of what will be necessary for us to provide the community, and we have had a great problem in having to cut back our instructional programs in order to provide some of these community services in the past.

We also get funding for indigent care in university hospitals for patients that cannot pay for their own care, but we are seriously limited in what we can do for our community because of the fact that we get such a small amount of money.

Georgia, I happen to know, has 3 percent. The problem as I see it basically is that the demands are very much there but we have to do them in a very secondary way and the result is that huge amounts of Federal money, which are coming to the urban community, are in my personal estimation often being misspent because of inadequate planning and the incapability of the communities to bring together the expertise that I guess only the universities can bring together given the low budgets of municipal governments in order to plan how this money should be used.

So, I hope you will pay some attention to the trade-off between the vast amounts of Federal money going to the communities for community programs and the small amount that we are asking for to help use that money more wisely.

Mr. **Harrison.** Mr. Chairman, if I might point out the State pattern typically is to select public institutions as the tool of the State in carrying out this mission where the State does anything at all.

One of the advantages of this bill is that it makes no such distinctions as to the nature of the university that can aid the city. We can draw through this mechanism on a broader range of universities than the State legislators are usually willing to do.

Mr. **Cornell.** If I were a Jesuit I would be more impressed by that argument.

Mr. **Magrath.** Mr. Chairman, may I make a comment to Mr. Cornell. In my case I think I indicated the Center for Urban Regional Affairs at the University of Minnesota receives about $0.5 million in direct line items appropriations targeted to some of the specific programs we do.

I would like to suggest that we are facing a national challenge in the urban challenge, and this is, of course, only one part of it. In agriculture our States, through the counties, for instance, do provide a significant element of support as I think they should, but it has been the judgment of the Congress and the Nation for many years that agriculture and food policy has to be dealt with on a national basis.

And I would submit with regard to the urban educational challenge that is indeed a State responsibility and a local responsibility. If we do not have it there, it will not do to pass legislation here.

But I think that there is a need for leadership from the National Government and from Congress with regard to these urban challenges. I would suggest that if this legislation does move and does receive appropriations and if it accomplishes the purposes, we would hope that it would stimulate further support and responsiveness from our urban communities and our State legislatures as they see the benefits that this would bring about.

That has happened to some extent in agriculture, and I would submit it would happen in this area too.

Mr. CORNELL. That leads me to the second question I have, which is rather general in nature. That is: What grants have your institutions received from the Federal Government and various agencies of the Federal Government applicable to such programs that you mentioned here today would be provided by urban universities?

Mr. HARRISON. Mr. Chairman, we could provide further detailed information to the Congressman's question. I think we could provide a fairly substantial exhibit in that area.

Mr. CORNELL. You are receiving substantial sums from the Federal Government at the present time.

Mr. HARRISON. Substantial is a value judgment, Congressman. Many of our institutions are participating in Federal programs which have an impact in this area.

Mr. BAUM. I might well add one footnote to that. All of the Federal funding which is now received—I do not know of any exception, maybe some of my colleagues do—are project specific.

That is, there is a particular project which is of interest to some Federal agency, some group of individuals in the Federal agency, and that project specified funding is forthcoming and the relevance that it may bear to the problems of a particular community is not really a consideration.

To cite the example which was mentioned earlier, we have this project going on homicide in black communities. Now, to the best of my knowledge that is not a particular problem that the city of Milwaukee faces. It is apparently a problem which is of concern to HEW and we happen to have the faculty competence with which to address that problem so projected.

So, we have project specified funds for that purpose and I could enumerate that example many times.

Mr. CORNELL. But I would presume your institutions make applications for grants that you initiate yourselves to apply to these various problems.

Mr. BAUM. Yes; that is correct. But the areas in which funds are made available depend upon national priority orders. However, they may be determined by HUD or HEW or whoever is involved. There is no way at present to place emphasis on the priority order as they are determined by the particular communities, and the specific problems which it faces on which it needs help, assistance and analysis of alternatives and so on and so forth.

66

If that is where the problem sits, that priority cannot be implemented unless it happens to coincide with some national priority that has been established.

Mr. Harrison. If I could expand on that. I think the difference between our proposal here and the typical Federal grant to universities is that typically when a university receives Federal money, the first thing that has happened is the Federal agency sends out an RFP asking "Who wants to participate in this thing in which we are interested?"

Under our legislation the initiative for the project itself, for the approach, for the area indeed, which would be approached, the initiative would come locally from the university and from the city to the Federal Government without having to wait for someone in the Federal Government to say, "We would like somebody to invest X, Y, or Z."

The University of Milwaukee and the city of Milwaukee come to the Federal Government saying, "We are in great shape to give help for ABC. You do not have a program for it but can we get something for it?"

Mr. Cornell. What I was getting at is that it seems to me there are many programs presently provided by the Federal Government or through agencies, I should say, that could be used for this particular purpose.

Now, it was mentioned about the development of the fine arts, but grants as now available from National Endowment. You talked about medical care. Already the Federal Government is providing a capitation grant—I believe it is $3,500 per student—that goes to any medical school.

Mr. Miller. Let me respond. We can get those kinds of grants and we do, but what we need are the capability of having continuing overall planning about the total system which constitutes the communities. What we do is get segmented support which we must limit under the terms of the grant or contract to a specific aspect like the arts or medicine.

What the communities are demanding of us and need is a total long-range continuing plan looking at all of the sectors and segments of the community so they can more wisely use the Federal and local money that they are getting. They do not have the capability of mounting that expertise.

We believe that we can serve in that role because we are constantly being asked by the community to do it. But we do not have the funds for that. It is a planning function which looks at all aspects and their relationships together that we are getting no funding for. And I think this is an experience of all of the institutions.

Mr. Baum. The analogy, Mr. Cornell, may exist in the sea grant program which has now been going for somewhat over a decade. Now, the Federal Government through, let's say, the National Science Foundation, through the Office of Naval Research and other mechanisms supports marine research in the United States in a broad way on, picking areas of emphasis in which they tend to maximize their support in any given moment.

The sea grant program was established to fill a gap, a serious gap which results from that because Louisiana may be having a problem of the health of the shrimp of the Louisiana coast, Florida may be having a red tide problem which is affecting its fishing industry.

We may be having a PCB pollution problem in the Great Lakes which has profound effects on the local economy. The sea grant university program was established to fulfill the gap of having local initiatives relative to problems in particular areas receive adequate and proper attention because they may be completely outside the scope of the broad national concerns.

There is a very close parallel between the kind of thing that we are talking about and the way we have, on the one hand, sea grant support arising from local demands and concerns which is overlaid by a broad national program of marine studies.

Mr. **Cornell**. I am concerned about the fact that with a projected $62 billion deficit—we have all these Government grant programs, and we are talking about creating another program that initially may be $25 million, but which may substantially increase in time.

My questions were intended to determine whether this is really necessary.

Mr. **Baum**. I started to work on my form 1040 this year and I am delighted you asked that kind of question.

Mr. **Cornell**. They would never believe back in Wisconsin I am a fiscal conservative.

Mr. **Ford**. I was wondering why you were trying to make that point here because I do not believe it either.

But really, I believe this is a serious problem.

Mr. **Baum**. It is a terribly important problem because we are all taxpayers but I also think one needs to balance investment versus expenditure considerations. The attack on many of our urban problems going back well over a decade now, the attack on many of our urban problems has been to throw money at a problem on a sort of a hit or miss basis and just hope it would work.

Now, of course, in some instances it has worked. In other instances it has lead to having to bomb housing complexes which have been built with vast developments. As one who comes from a physical science background, I am firmly convinced that a modest development in initial research and analysis of alternatives and so on, will save significant, probably vast, sums of money in the long run by changing the approach from simply throwing money at a problem without first carefully analyzing that problem with all the capability one can muster and trying to make as certain as one can be that a particular throwing of money in a certain direction will prove to be a sound investment.

Mr. **Miller**. May I add one extra point which is simply that the legislation which now exists for Federal grants and contracts and the restrictions put on agencies require, to give us money to do partial jobs, a single component of the total picture.

When we feel that if we could have a total approach, looking at the relations between these components and have funding for that, it would be more profitable. But we do not have the funding or the support from the local or State sources either to take that approach, which is the approach the communities really need.

So, unfortunately, the way the legislation is written now for the expenditure of Federal funds prevents us from doing what seems to us to be the central task that the urban communities need.

Mr. **Cornell.** Thank you very much.

Mr. **Ford.** If I might just respond in part to one of your concerns. On the basis of my experience in the legislature of my State and watching the annual appropriations game that depends as frequently on standings in the "Big 10" as it does on other things, the idea of the Michigan Legislature supporting with substantial resources a program that would probably go to one of its three large State universities and would be unlikely to be attracted to the other two is very, very remote.

Further, we would have a serious problem if we tried to put the University of Detroit into a consortium with Wayne University, because we get into serious problems under our State constitution about sending institutional money to the University of Detroit since it is a Jesuit institution.

I am reminded that my own law school is the only urban university in the State where it is located—the University of Denver—and I cannot imagine the legislature giving them any money for anything.

They are a Methodist school and operate the same as other private schools. This is part of what we discussed when we started talking about how we are defining these things and why we would get into this and why we simply, as a matter of fact, did not try for a plain extension of already existing legislation such as title X.

I was convinced by the time we finally introduced the bill that there is a vacuum here that could be reached with a relatively small investment against the total of what we are putting into education. It is an issue that is not likely to be met in any other way.

It is also difficult to get it across in a State legislature in a State like Illinois or Michigan or New York which has one big metropolitan area in it and a legislature that stays elected by not being too sympathetic to that big dominant area. From a political point of view I cannot imagine my counterpart in the Michigan Legislature having any success with this kind of legislation at all. The minute it was suggested it was going to be directed not at educating people but at what has been described in the testimony here as a secondary function of the urban based university, it would lose my people who border on your district up there in the Upper Peninsula.

The chairman of the Appropriations Committee happens to come from the legislative district bordering on your district. He is closer to Milwaukee than Detroit and would probably root for those scoundrels in Green Bay instead of the Detroit Lions.

So, I do not have much chance of seeing this sort of thing get in there. Those kinds of political considerations that I have been observing for a period of time indicate to me that when you start talking about urban problems, you sometimes have to get away from the parochialism, if I can use that expression, that is intensified at the State legislative level. We have a chance to escape from that to some degree here.

We, heavens knows, have more parochialism in consideration of these things in Congress than is sometimes healthy, but at least we are able to escape from the consequences of occasionally voting for something that does not actually put money into the hands of our own voters.

That is almost impossible in a State legislature and we have discovered, over a period of time, that it is possible to put in the hands of educators some money that produces long range results for education beyond where we started.

I remember when we talked about title III and title IV of the Elementary and Secondary Education Act in 1963, it was somewhat difficult for people to grasp the idea that we were going to have programs that would not be spread through a formula basis throughout the country. Instead it would go to places which had an idea of something that ought to be done in education that could be tried on a large enough scale to prove whether or not it would work regionally in title III cases and nationally in the case of title IV.

To qualify for title III grants you were supposed to show that you were doing something that, if it succeeded in showing anything, would show what would happen on a regional basis. And if you were going to title IV you were showing results that would have some relevance on a national basis.

We were persuaded at that time most strongly by people like the superintendent from Cleveland, Paul Briggs, who came in here with his plan and his model and so on of a satellite center for education. He was one of the first title III programs funded, but he was already underway. The Ford Foundation had given him $100,000 to do the planning and he and the city merged a lot of activities.

As a matter of fact, there are half a dozen of those types of installations underway now around the country, one being my own congressional district, with a combination of Federal, State and local support for the capital investments and the ultimate operations and maintenance. And it was because they did something in Cleveland that people over the last decade have been able to go and see and describe back home that the phenomenon has grown.

Maybe it would have grown anyhow because it was a good idea whose time had come, but we gave somebody a chance to prove it. And perhaps beyond the question of whether we have 20 cities that are going to benefit in some sort of equal way from what happens with university involvement is the old story of the infinite number of monkeys with an indefinite amount of time in front of typewriters.

They may come up with something in one of these urban based situations that provides the key for us then to move in realistically without assistance of $25 million, but it must be something substantial to do it around the rest of the country.

Everyone seems to be in agreement on one thing around here with regard to the spending of public money. An awful lot of what we spend public money on is hard later to justify in terms of profit for the present and future, for the citizens that it was spent on or for the country as a whole.

This program I perceive as having implications beyond the individual institutions or the cities involved. We are not getting much results so far out of the administration but I do not see how you can talk about having a concern for urban policy of the future in this country and not consider that the urban based universities would be a logical partner in developing that policy.

The point was made here also that there is an element of continuity in the urban based university for addressing urban problems that is totally missing from the political process. The political process produces new mayors and new officials with new ideas on a high degree of frequency, but also new planning commissions.

And about the time that 5 or 6 years has gone into something worthwhile for a great future master plan for a community, a reformer wins an election and replaces the "bad guys" with the "good guys" and it starts all over again. We spend billions of dollars in this country reinventing the wheel in every city in the country over and over again when we already know what a wheel can do for us.

But we do not seem to be using it very effectively to solve urban problems. It has some kind of exciting prospects to it that first got me interested in it as something more than an excuse to get some more money for schools.

Originally, as a matter of fact, I was attracted to the idea that it would be a way to get some more money into big city schools, but it has excited me now as something far more worthwhile and something that could conceivably be looked back on in a decade as the way we brought universities in from the cold, if I can use that parallel.

Mr. Heftel. Thank you, Mr. Chairman.

I have two observations or questions. Since the amount of funding will decrease from 90 to 20 percent, do you envision it really working in the consortium concept?

Mr. Harrison. The section of the bill in which the percentage of Federal funds decreases is one rather small part of the whole thing. In section 144, program development, we use a formula which this very committee devised in 1976 with regard to cooperative education.

We are saying if you are going to give money to our kind of universities to develop their capability, they must demonstrate a commitment of their own. They must demonstrate a commitment of their own and put in a growing portion of their own money.

The project assistance and comprehensive program assistance formula in the bill called for a straight 90-percent Federal share each year.

Mr. Heftel. I understand but all I am concerned with is: Will you have enough dedication in something that we call a consortium as opposed to a single university? How will you focus on this in terms of a dedication of a university providing the fifth year 90 percent of the so-called program process?

Mr. Harrison. Program development?

Mr. Heftel. Yes.

Mr. Harrison. I would not think, sir, the typical situation would be for universities which require program development to enter immediately into consortiums. I would think the universities which will go into consortiums will be universities which already have the capability in being and which will be receiving steady Federal support for their project undertakings.

Frankly, the language is written so that schools will not lightly enter into program development.

We believe that if a university is going to come to the Federal Government and say to the Federal Government, "We want to develop our urban service capability," that university had better be prepared to say to the Federal Government, "And we are going to put our own money where our mouth is in program development."

In the project assistance area, yes, we believe in steady Federal funding.

Mr. HEFTEL. But in the program development, is it practical to think in terms of consortium institutions as opposed to the single educational institution?

Mr. HARRISON. In some cases. In most cases, probably not.

Mr. HEFTEL. It seems as though it would not make much sense for more than one university to be developing programing, as it were, and that it would be just, I think, chaotic if you had consortiums of universities trying to figure out how they are going to provide the funding and utilize it.

Mr. HARRISON. Without ruling out the possibilities, sir, I would agree with you. I think in the program development area this is most likely going to be one university at a time.

Mr. HEFTEL. The other observation or question is: How, if we do not have major cities and/or State participation, do we ever get this information, this objectivity, this expertise communicated from the university to the Government which has to implement it?

Mr. HARRISON. All the legislation specifically requires is that the city or the local government area comment on the project. In fact, if the city and the university cannot get their heads together before the university ever applies, the project probably is not going to go anywhere.

The university and the city are going to have to work out, come to a mutual understanding as to what the problem is and what the university can do about it and come in jointly supporting a request before the project can have any real chance of success.

Mr. HEFTEL. Does the legislation, therefore, need inclusion of this participation by State or city government at the outset?

Mr. HARRISON. We do have that inclusion in section 145-C and 146-B. It does require participation or at least comment which, in the real world, will amount to participation by the local government agency.

Mr. HEFTEL. But is it strong enough. would be my question to the chairman or the panel. My concern obviously is: How do we transmit what we have gained at university level into any kind of effective use by city or state government?

I am only thinking of the practical case we have in Hawaii, Mr. Chairman, where we expended untold millions of dollars as the city and State have fought over what, if anything, would be a mass transit system because of political considerations. Because of the political considerations they continue to participate in the money.

It would be ideal if the university had the funding to develop said the city and/or State had entered into contract relationship, the concepts, objectivity, but if there wasn't some mechanism that that they had done something to obligate it to be responsible for the implementation of the programs and concepts coming out of that program, it would go for naught.

Mr. **HARRISON**. I believe section 146–C and 146–B in effect come as close to that as need be. The city does not have to sign an agreement before hand, saying, "We will take whatever the university comes up with and run with it." But the city does have to say to HEW, "We think this is a good idea," or "we do not." And if they do not think it is a good idea, I do not think even HEW will approve the project.

Mr. **FORD**. That is a very good point for us to ponder but it suggests something else. Take a city like Detroit and somebody at the university says, "We do not think you are doing a very good job of putting together a plan for mass transit and recognizing what the future of the city and its needs are going to be because you are trying on the one hand to deal with the State legislature and you are playing a game of politics there. You are trying to deal with what your local resources already are and what it will cost to improve them, and you are trying to meet what you think the Federal legislation is going to be.

"So, let us sit down with you and put some professional people to work to train your people and point them in the right direction to do this on an objective basis so you can put your package together. But we do not have any money to pay for it, so we want you to pay us to do it."

That is where you run into the problem of asking somebody to cut you into a legitimate role in assisting them to do this kind of thing and planning at their expense.

What these people are suggesting, as I understand it, is a situation where they recognize the potential of that kind of interaction with the city planners and city fathers and go to them and say, "We have resources available that are making it possible for us to give you professional assistance, professional expertise that is trained to look at these kinds of problems in an objective way and give you a roadmap to follow and you do not have to make the decision."

Ultimately, it is how many votes you have on the city council. The university may participate in helping the city develop the greatest program in the world for desegregating the schools and if public attitudes are strong enough, they will not become segregated schools.

You cannot cope with the political intervention in the ultimate solution to the problem. The question is whether you make it possible with Federal resources for them to approach these other political agencies in a way that suggests they are not coming to them looking for another way to hire more faculty at the university with city funds.

Mr. **HARRISON**. Our institutions are content with requiring a good deal of rapport beforehand between the university and the city as these projects are developed. A university which does not know how to talk City Hall into supporting projects like that probably does not know enough about urban affairs to be giving anybody advice.

Mr. BAUM. There exists, of course, in each of our institutions, in each of our cities, vast informal networks between the faculty on the one hand and professional staffs on the other hand, and what Mr. Harrison says is quite correct in terms of the mode of operation.

There is a very important point of principle involved in the wording as it exists in the bill as introduced. If a mayor, for example, had an absolute veto right on something which a university could or could not do, that opens up a real Pandora's box.

We take pride in the fact of academic freedom in the United States and even the State Governors or State legislators do not have veto rights in that sense over the research undertakings in which a university may participate.

I think there would be a great outcry if there were a suggestion that any official should have veto rights which would be implied by a mandatory signator.

Mr. HEFTEL. The more serious problem remains, no matter how effective you think your conclusions and your observations. If you do not have a very solid working relationship with the anticipation of use of what you are doing by a city or a State governmental agency or board, it could all be done in a vacuum and stay in a vacuum.

And my concern is: How do we avoid the possibility that much of what is done remains in the vacuum because political agencies and political entities, for whatever reasons, do not either take advantage of it or feel that they do not want to get involved in turning over government to the universities and their theories?

Whatever it is, I just see the possibility of developing a reservoir that does not get used, not that I say I have answers to it.

Mr. FORD. There is another facet of that that Dr. Miller mentioned when he described his university in Louisville and he mentioned that 80 percent of the public officials in Louisville were alumni.

Again, going back to Wayne, which I am most familiar with. The University medical school is the best known medical school in the Middle West. When you hear anything with regard to medical schools in Michigan, you are likely to hear of U. of M. because it has the huge hospital and so on. But the facts are that there are more doctors practicing in Michigan that graduated from Wayne than from U. of M. If you look at the judiciary and the most populous part of our State, you will find there are a larger number of people on the bench who went to the law school at Wayne although the University of Michigan Law School is larger and better known.

It suggests to me a phenomenon which occurs with the kind of school that is otherwise described in the definitions here of an urban university. The student population that is served, if it has a substantial number of people from the area, tends to grant weight from those university people who tend to stay within the State in the urban area where the university is located at a much higher rate than the larger State and private institutions in a State that draw from a more varied population for their student body.

So, there is already in existence a continuing kind of relationship that causes decisionmakers in a community to trust things that emanate from that urban university and not necessarily trust the things that emanate from the pointed headed intellectuals on the outside of the state.

There is a relationship that does now lead naturally to the very expression, relationship, that urban-based universities seem to enjoy with the political system to a greater degree than the other schools.

Mr. MILLER. Mr. Chairman, I would like to reinforce that. I think that is an accurate description. I think Mr. Heftel has a real problem. He has pinpointed an issue which is important. I do not think any of us would feel any opposition at all to directing the agency responsible for this program to convince itself that there is a reasonable likelihood that the university in the community can in this particular situation work together and that very serious consideration of implementation will be taken.

But we do not want on the one hand to have an absolute veto on the part of the mayor or the alderman at a particular time of something that the city as a whole recognizes as being important because political issues may come in and also many of these programs will continue from one administration to the next. And in the next administration you might have a different point of view because some of these issues are obviously going to be highly political.

Mr. HEFTEL. When you refer to veto, my concern is that the city or State has this automatic veto power; namely, to ignore that which you have to offer. And that, I think, is my concern, not that they have a veto power over you; they just have veto power over what they do with what you have.

I do not know how, as a practical matter, it can be addressed, but from what I have seen I think it is a serious concern. Namely, how, when you do come up with effective solutions to problems that we are not addressing successfully, do we have any way of trying to the maximum to create a climate of implementation? Because until the Government implements what you described it remains in a vacuum.

Mr. MILLER. The Chairman has pointed out the universities do have a great deal of support in most of the communities and do have all sorts of direct and indirect influence, and there is also the influence of sweet reason. If you come out with a good plan that you present to the public, you can get public support for it even despite the fact there may be very serious political problems at the same time, not always but many times.

I think we have not perhaps made enough emphasis on one point which is the experience of all of our institutions as we found while we were meeting together over most of the time that we have spent trying to plan this is that we have dozens, if not hundreds, of requests come to us which seem very reasonable that we simply cannot meet.

There are occasions when I suppose the politicians would not accept our recommendations. I am sure those will arise but the situation is usually the other, that they are coming to us either for some sort of support and we recognize it is not our problem and we just do not have the resources to meet it.

Mr. **Heftel.** Each of us reacts from a different perception. I have the perception of the city of Honolulu. It has elected leadership. The role of the university, which in our case would probably be the single institution involved—and great reservations about the way in which effective findings and programs would be utilized by the Government which may not be true in many other instances.

Institutions in your experience in your community may be different and, therefore, you have a feeling that it will move forward successfully. I am using a perspective, which if you were sharing with me, would say what are the odds, that for all the efforts and all the dollars and all the dedication, that we have a way to get this into action for the benefit of the people. That is where I see the stumbling block.

I do not know that we will come up with a solution today or if there will be one, but it seems that is the risk that sits there, and that bothers me the most.

Now, not in terms of the program but in terms of how to get that program more closely identified with and into government. I have seen so much that was available and some things they did at the university on energy which are just classic examples of what the university can do.

In this instance, they had an energy house. It was just an absolute testimonial of what we are asking for today. It is proof of it. But, suddenly you found the university does not have the funding to go on and keep maintaining the house and doing what they have been doing. They cannot get funding from the legislature to continue the project so I doubt what is going to happen to all of this very good information, all of this value that has been developed. As I say, it may be unique to Hawaii but from what I have seen around the country in the number of States I have lived in this is a real problem and it is the only part of this that bothers me because I see so much that could be developed and then sit on the shelf.

Thank you Mr. Chairman.

Mr. **Ford.** Thank you. Your remarks are encouraging, the fact that we might have to make the supreme sacrifice of having a hearing on this bill in your city.

Mr. **Heftel.** It is my understanding it is not possible to get the Government or mayor on the same island out there at the same time.

You are well aware of what I am driving at and I have seen it in Georgia and it is a real problem that I think needs to be addressed. I think we could require some type of State or city participation whether it is monetary or not, whether it is one-half percent or not, but something that indicates they want to see what you come up with w[illegible] it is effective and obviously has a service to offer.

Mr. **Harrison.** CUPU hears the stern voice of duty and we are packed.

Mr. **Quie.** Mr. Buchanan wanted to ask some questions about black universities. He had some concern that the definition of urban university would cut out the black universities. What is your comment?

Mr. Harrison. Mr. Quie that allegation has bothered me, and, I believe, bothered the members of the CUPU Board more than any other criticism that has been leveled at the bill. When we first heard the assertion that the bill "excluded black universities" we were shocked. None of us believed that to be the effect, we all knew it was not the intent, of the legislation, and we were determined to come up with the only acceptable answer—either a demonstration that it wasn't so, or a correction of the drafting flaw, if any existed, that made it so.

At the independent request of a Member of the House, the Congressional Research Service has already examined, in its very professional way, the effect of the bill. CRS has looked, not at the "intention," but at the effect of the language of the bill. CRS has concluded that the legislation treats traditionally and predominantly black institutions in the same way that it treats all colleges and universities.

Let there be no mistake. Under the terms of this bill most institutions of postsecondary education are excluded. That is true for predominantly black institutions, for predominantly Latino institutions, and for all institutions. And the percentage of eligibility is virtually the same for all such classes of institutions.

The reason is simple. This is a bill for urban universities. Most postsecondary institutions in this country are not universities, and most are not urban. About 20 percent of our postsecondary institutions are urban universities, and about 20 percent of the predominantly black institutions, and about 20 percent of the predominantly Latino institutions, and about 20 percent of all institutions, are eligible.

In the case of the black universities, CRS finds that 18 of them are eligible on the basis of the language of the bill, which is, of course, what we are talking about today. I have heard the statement made that USOE can so distort, through regulations, the intent of the bill as to arrive at a discriminatory result. And I suppose that is always possible. But I think this ought to be a central part of the legislative history of this act:

If USOE should try to draft racially discriminatory regulations for the carrying into effect of this legislation, it would not only be doing so in violation of the Constitution and the Civil Rights Act, it would be doing so without any basis whatever in the words of the act.

Mr. Quie, you will remember when I worked for a distinguished Member of this House, and this subcommittee, and you will remember that neither of us would be skeptical about the proposition that USOE can ignore the law when they write a regulation, if they are minded to do so. But I know of no experience that would lead me to conclude that there is a serious prospect, or foreseeable prospect, of USOE writing regulations to carry out the Urban Grant Act which would be so far removed from the law itself as to have the effect of discriminating against the predominantly black urban universities.

Mr. Quie, I know it is a cliche, but I am grateful that you asked that question, because I know of no issue that has given me any more personal anguish than the charge that this bill somehow sought to discriminate or had the effect of discriminating, against black institutions, blacks in higher education generally, or black Americans as a group. I am convinced that it does not. If I were not, I would not be here today speaking on behalf of the bill. And I believe that to be true of the members of the Board of the organization, as well.

To sum it up, the CRS study shows that the bill does not discriminate in fact against black universities, and USOE could not, on the basis of the language of this bill, write valid regulations that had a discriminatory effect. And the members of CUPU would not support legislation which would permit the drafting of such regulations, or have, in fact, such an effect.

Mr. QUIE. Do blacks from urban areas tend to go to urban universities?

Mr. HARRISON. I do not have data on that. The traditionally black universities in America, the universities that for a great many years were the only places where blacks could go, Tuskegee and others, tend not to be in the cities. My hunch is that the largest single segment of black students in higher education—and this is a hunch—right now are in neither traditionally black universities nor in urban universities as we define them. They are probably in the community colleges.

A large proportion of black students are in traditionally black universities about one fifth of which are urban universities by our definition. We do believe our urban universities have a tradition of serving the people of the urban areas and to the extent that the term "people of the urban areas"—speaking demographically—means black people, members of minority groups, then, yes, our institutions serve that population.

Mr. MILLER. May I speak on that Mr. Quie. In our university, 10 percent of our enrollment is black. This represents the largest black enrollment in any institution in our State. The community college in our city is second.

In Cleveland State University the situation was very similar, a very high percentage of blacks, higher than 10 percent was at Cleveland State University and the community college nearby had a rapidly increasing number.

I think the same is true at Wayne State University. You find the highest percentage of blacks in any large institution. So, what is happening there is a rapid influx, increasing fivefold in the last 6 years in our institutions in blacks who were able to qualify to come to our institutions.

We have had two black persons on this committee who have served in the planning and thinking about this legislation and they have been supportive throughout. We have as a group invited all of the eligible black urban universities to join us.

Mr. QUIE. Do a substantial number of Kentucky black students go to Cleveland?

Mr. MILLER. Go to the University of Louisville which is our institution. It is a similar situation in Cleveland and in Louisville, both of which institutions I have been associated with.

Mr. **Quie**. In order to qualify as an urban grant university, a substantial portion of the students have to be from the local urban area. Can you clarify the definition?

Mr. **Harrison**. We say a substantial portion. We do not specify how many.

Mr. **Quie**. What does that mean?

Mr. **Harrison**. That, I suppose, is part of the legislative history that this subcommittee should be called on to decide.

Mr. **Quie**. Since you were the author of it, what was the author's intention?

Mr. **Harrison**. The author would be uncomfortable seeing a substantial portion quantified without more data.

Mr. **Quie**. Most Members of Congress are uncomfortable also so then we come back to the regulation writer. They do not seem to be uncomfortable making some arbitrary decisions.

Mr. **Goldstein**. In the initial discussion of the measure by the members of the committee, it was very clear that in their own institutions, the urban institutions, that "substantial" was indeed a very high figure. However, rather than building in a fixed number which might indeed increase the exclusivity of the act, perhaps eliminate some institutions who validly ought to participate, it was felt best to leave a more flexible number and allow the institutions to demonstrate that it indeed does meet a substantiality test without saying where in one community substantiality might be 80 percent, in another community substantiality—because there is only one institution covering a large area—substantiality might be significantly less.

So, it was felt because of the nationwide implications of the program that greater flexibility would be useful.

Mr. **Ford**. There were two examples used in someone's testimony, Harvard and Berkeley, that everyone would recognize immediately as not having a substantial part of their student body from the communities in which they are located. They are internationally famous schools which draw from all over. If the University of Minnesota were located 45 miles from a major city in the State of Minnesota instead of in the Twin Cities as it is, it would be like the difference we have between Michigan and Michigan State, Michigan State being 90 miles away and Michigan 45 miles away from the city of Detroit.

And it is natural that Wayne University ends up with a very high percentage of Detroit people, and you have to recognize the public school system that is feeding students into that school from Detroit is now over 80 percent black.

Without having any figures available, the assumption you could make from that is that both of your questions are going to be answered by what really happens around this type of institution. There may be exceptions to that. I suspect that professional schools that are remote—there are some instances where there might be a college, a main campus outside the metropolitan area and they put the law school or medical school in the city because Texas does this with their medical schools. They have located them around in urban areas because that is the only place you can get the material to work on.

Mr. GOLINO. Mr. Chairman, I think we were particularly anxious to make it clear that whatever the university is, it is not an urban university simply because it happens to be in a city. I think that is extremely important.

In Boston, which has a very peculiar situation for example, my institution, 95 percent of our student body comes from within 28 miles of the city. There are institutions in Boston where perhaps 2 or 3 percent or 5 or 10 percent would come from that same area.

Now, we wanted to make very clear that what we mean by an urban institution is an institution which is deeply involved in serving the very community in which it exists, whose people are the clientele it serves—its students.

On the other hand, to have set a specific number would have become a nightmare because the situation varies from one place to another so substantially.

Mr. QUIE. Can we say a substantial proportion means more than half?

Mr. GOLINO. I would not. Again, it depends on, as I say in the context of Boston with 10, 12, 14 university-colleges all over the place, it is a different situation, say, from the University of Minnesota or Berkeley for that matter.

So, I think that the word "substantial" has about the best meaning that we can have for that particular situation without becoming too precise.

Mr. QUIE. I haven't heard what it means yet. Is it 10 percent?

Mr. GOLINO. That is not substantial. I would say when you get into 40 percent it begins to be substantial.

Mr. QUIE. Forty percent, we finally have one on that.

Mr. HARRISON. I would say, speaking at least for the staff of the Committee of Urban Program Universities, we would like to have some more counsel from other universities and from demographers before trying to help you define substantial. I suspect we are going to wind up about where you and Chancellor Golino are right now, but that is a guess. It is not a very solidly based answer.

Mr. QUIE. I would also like to have you try your hand on that phrase "wide range of professional programs." You are going to drop the "wide."

Mr. HARRISON. In Chancellor Golino's testimony—and I think it is the most important part of his testimony because it is language we have worked out in consultation with other educational associations who have expressed concern over the same phrase, he suggests we are by no means wedded to that particular language in the bill.

Language can be substituted for clauses D and E in section 143 to require only that an eligible institution be one "which has the present capacity to serve such urban areas through the application of research or services responsible to the needs and priorities of such areas."

And I would underscore this: "which offers a sufficiently wide range of professional or graduate programs to sustain the application of such urban oriented services."

What we are saying there, Mr. Quie, is that if a university is going to go to city hall and make it a promise, it ought to be able to deliver.

Now, that is going to depend on the nature of the service or research to be offered. And in some cases a university may come in and make an offer which is going to take an enormous range of graduate or professional services. In another place a university may come in making an offer on an equally important problem but which does not require a wide range.

We think the range of graduate or professional offerings which the university must have should be commensurate with the kinds of offerings of service research it is making to the city. That is all we ever meant.

Mr. Quie. It was my understanding earlier that your feelings seemed to be that you could drop the word "wide". Is that correct?

Mr. Harrison. No problem. A sufficient range, an appropriate range. Any way—almost anyway you want to say it. "Wide" is not a shibboleth.

Mr. Quie. Would you have a problem of including the language in quotation marks in the act?

Mr. Harrison. That is our proposal. We are urging that the bill be amended accordingly.

Mr. Quie. Also, what if we used a different figure than 500,000 population? Have you any estimates on the different impact if you used an SMSA of 250,000?

Mr. Harrison. I have those figures somewhere here and I would appreciate it if I had permission to send you a memorandum which sets it out specifically. But basically the present figure, 500,000 plus, which covers about 70 SMSAs, about half the country, includes according to the Library of Congress some 600 universities.

I think that is, frankly, an overly generous figure. I would think it would be closer to 400, or even fewer leaving out some specialized institutions that the Library of Congress study may have left in.

If we went from 500,000, if we reduced the population figure to 250,000, I was startled to discover that we would in fact only be adding about 100 universities all over the Nation and a very small number of SMSAs.

The quantum jump in opening up eligibility comes if you drop any population figure at all. If you go below 200,000 then indeed you are covering virtually the entire country. That would bring in well over 1,000 universities.

We think that would dilute the program to the point of virtually being meaningless. Between 500,000 and 250,000, while, we would not urge that jump upon the committee, the results would be to increase the total eligible population by about 100 universities.

Mr. Quie. How many States would be added?

Mr. Harrison. I would have to check that out.

Mr. Miller. Mr. Chairman, I would like to make a comment if I may at this point. The number of dollars, $25 million, suggested is going to be related to the number of centers, that is, urban centers, that are involved or metropolitan areas, whatever you want to call them, and this is going to be a problem that has to be faced realistically. It was a hyperbole to refer to checks for $14.50 coming to a lot of the universities. The fact is that there is a minimal amount of money that any institution needs in order to make even a basic contribution to the community.

And somehow this must be calculated.

Mr. Harrison. To go back to your question, Mr. Quie, it would appear from the notes I have here that to go down to 250,000 would make eligible about five states which would not have an urban university under the 500,000 figure.

Mr. Quie. How many States are eligible under the 500,000? Do you recall?

Mr. Harrison. I would have to count that. I think there are 14 that are ineligible, 14 or 17, if you count the territories.

Mr. Quie. That gives us a ballpark figure. Also, would you give us a figure of how many urban areas there are too?

Mr. Harrison. If we went from 500,000 to 350,000 we would add 25 more SMSAs. If we went down to 300,000 we would probably add another seven.

Mr. Goldstein. Beyond the 70 that would be covered under the 500,000 level. If it went down to the 250,000 aggregate increase from 500,000, reducing it to 250,000 would be 32 SMSAs. We do not have exact figures on the population added, but going down to 350,000, it would add approximately 10 million more people.

Mr. Harrison. We have covered in our definition most of the urban areas in the country, about half the Nation's population. But we do not—I would reemphasize what the chancellor said—we do not think 500,000 is a figure that amounts to revelation.

[The following material submitted by Mr. Harrison:]

Urban Program Universities,
Washington, D.C., March 8, 1978.

Hon. Albert H. Quie,
2185 Rayburn House Office Building
Washington, D.C.

Dear Al: During the opening hearings on the Urban Grant Act, you requested some firmer data on the effect, in terms of the numbers of States, SMSA's and universities, of amendment to the population figure which the bill includes in the definition of an urban area. I promised you further information on that subject, and the enclosed chart summarizes what I have been able to put together.

The data on which the chart is based comes from two sources. The bill defines an "urban area" as an SMSA with a population of 500,000 or more, and I have assumed that any amendments to the bill would retain the SMSA as the measuring device and merely adjust the population requirement. The SMSA population statistics for this chart come from an OMB publication entitled "Standard Metropolitan Statistical Areas, 1975", and the figures used are the 1970 census figures. The number of universities involved under each population level is derived from the 1975–76 edition of the National Center for Educational Statistics' "Education Directory, Colleges and Universities".

I believe my chart slightly overstates the number of eligible institutions and substantially overstates the number of universities likely to apply. The "list of eligibles" was not put together by a rigorous examination of the actual capabilities of each institution. Rather, I looked through the Directory, and included those universities which were located in SMSA's of the appropriate size, and which had graduate offerings. Then I omitted a few specialized institutions, where I believed their specialization either barred them from participation, as would be the case with theological seminaries, or rendered their urban service capabilities marginal.

Secondly, we have as yet been unable to find any useful compilation of data on the proportion of each school's student body which is drawn from the local area. So, there are some schools included in the "eligible" tabulation which might not qualify under any likely quantification of that requirement.

Taken together, I rush in (observing a group of fearful angels carefully not treading) to estimate that the "eligible list" is probably about 10–15 percent higher than it would be in reality.

The likely number of applicants is, I believe, inflated by a much larger figure—perhaps as high as doubled. First, a great many universities, including some which would qualify on virtually every objective count, would simply not be interested in this program. Urban service and research is not every university's thing. Secondly, I believe a great many universities in areas where there are several qualified institutions, will participate in the Urban Grant Act by the very route you have suggested—through consortia with their neighbors. And in these cases, the number of applicants would be substantially less than the number of eligibles and the number of universities actually participating.

You will notice that I have not given you my list of "eligible universities". I have not done this because, although I believe my figures, with the caveats above, are very close to the mark, I don't think it is appropriate for a private organization, such as the Committee of Urban Program Universities, to be making public judgements as to whether or not individual universities would be eligible for participation in a program established by law. The determination of an individual university's eligibility is rightfully placed by the proposed Act, in the hands of USOE, and I am very reluctant to distribute my own list of those universities who, on the limited evidence available to me, seem likely to be eligible. Lists of that kind have an unfortunate way of becoming a part of the legislative history, and I think the best way to avoid that kind of private legislating is by avoiding it. If you want to know about any given institution's likely eligibility, I would be most happy to give you Jim Harrison's untutored opinion.

Incidentally, the figures on the number of eligible universities was something of a revelation to me, and changes one thing I have been saying about the proposal. I have quoted the CRS report to the effect that there are about the same percentage of eligibles among black or Latino institutions as among all institutions. These figures would indicate, on the contrary, that there is a substantially higher eligibility factor among black and Latino institutions than among all institutions. Our study would suggest that while there are still about 18–20 percent of the black and Latino institutions in the ranks of the eligibles, the eligibility rate among all institutions is substantially less than that, and would remain so even if the population eligibility figure were set substantially lower than it is in the bill.

Again, my thanks for your interest and your questions—even the tough ones. I hope that your interest is transformed into support somewhere along the legislative road, but as I have told you personally, I would rather have Al Quie's promise of an open mind than the uncritical support of some of our friends. If we can convince you, we will KNOW we have an outstanding legislative idea.

Best personal regards,

Jim Harrison.

Attachment.

CHANGES IN ELIGIBILITY—SMSA'S, STATES AND UNIVERSITIES UNDER VARYING POPULATION FIGURES FOR SEC. 143(1) OF H.R. 7328

Population floors	SMSA's	States	Universities	Population served (millions)
500,000	70	[1] 38	369	108.0
450,000	75	[2] 40	378	110.3
400,000	83	40	386	113.6
350,000	95	40	404	118.0
300,000	112	[3] 41	421	123.5
250,000	136	[4] 44	455	130.0
200,000	159	44	488	135.0

[1] All but: Alaska, Delaware, Idaho, Maine, Montana, Nevada, New Hampshire, New Mexico, N. Dakota, S. Carolina, S. Dakota, Vermont, West Virginia, Wyoming, Guam, Virgin Islands, Trust Territories, Samoa.

[2] Plus South Carolina, Delaware.

[3] Plus New Mexico.

[4] Plus Nevada, New Hampshire, West Virginia.

Mr. Ford. Thank you very much. We are looking forward to more hearings on this legislation and we will be inviting other groups that have indicated an interest but were unable to respond as quickly to present testimony. We have one more witness this morning.

Our next witness is Dr. A. D. Albright, president of Northern Kentucky University. Without objection, Dr. Albright's prepared statement will be entered in full at this point in the record and you may proceed, Doctor, to comment as you see fit.

[The statement referred to follows:]

TESTIMONY BY A. D. ALBRIGHT, PRESIDENT, NORTHERN KENTUCKY UNIVERSITY

Mr. Chairman and distinguished Sub-committee members, this opportunity is appreciated to present some views on H.R. 7328, the Urban Grant University Act of 1977.

My name is A. D. Albright, and my position is President of Northern Kentucky University.

The ensuing views do not necessarily represent those of any organization, although they assuredly correspond in considerable measure with some you will hear subsequently, or have heard.

It may not seem, at first blush, that Northern Kentucky University, located in Highland Heights, Kentucky, is a prime client for an Urban Grant Program. Highland Heights is not the typical megalopolis. But the University is located in the second most highly populated area in the Commonwealth, Northern Kentucky.

Moreover, we are close neighbors to our cousins across the Ohio river, in Cincinnati, and we do have a sense of responsibility to the metropolitan area that includes Cincinnati and Northern Kentucky.

In addition, the Kentucky Council on Higher Education, the State's governance body for the public universities, has specified services as a function of Northern Kentucky University in "a growing urban setting."

In a time when half and more than half of the nation's people live in cities, or in metropolitan areas, the problems of the cities are truly national problems, and no university can remain wholly unaffected, wholly disinterested.

I was prepared, Mr. Chairman, to be very critical of H.R. 7328, because of two basic flaws which I felt the bill draft contained.

Feeling that even rural universities have a legitimate urban interest, and can have a legitimate urban mission, I felt that the language of the bill limiting participation to universities located in Standard Metropolitan Statistical Areas with populations over 500,000 was unduly restrictive.

My understanding of the bill, that there would only be one urban university in a given SMSA, made this restriction seem particularly unjustified. Upon reading the text of the bill carefully, and to confirm, by discussions with its sponsors and others, I conclude that the bill is not intended to limit the number of urban universities in a given urban area. I would strongly urge the Committee to avoid any such limitation when it marks up the legislation. There are urban areas where there are only one or two universities, and where one of them may be so much better qualified to carry out an urban mission that there is no real choice. But there are areas where there are a number of institutions, all or many of which are qualified to undertake to confront a part of the urban condition. And there are areas, and Northern Kentucky is in such an area, where several universities might want to form a consortium or some similar arrangement among themselves, to provide to the cities of the area the kind of comprehensive range of services that no one institution could provide by itself. I believe, for example, that the applied research and service capabilities of Northern Kentucky University could complement the wider range of offerings available by the University of Cincinnati, and that our two universities, perhaps with the cooperation of others, could attack urban problems which may be urban in their genesis or their ultimate effect, but which transcend any kind of political borders in their operation. The ecology of an urban area is as complex as the ecology of a river valley or a mountain range, and there are things that universities can contribute to those problems even though they are not physically located in the city where the problems are at their most dramatic. I am inclined to agree with the arguments I have heard voiced this morning that an urban university should be able to make a serious claim to being urban. But I would hope that whatever steps this Committee takes to deal with the question of eligibility, that it not seek to further restrict the ability of universities such as Northern Kentucky to participate, if only in cooperation with universities situated in a more properly "urban" setting.

But there is a further eligibility problem because the present bill requires that an institution be in an urban area, a Standard Metropolitan Statistical Area, of not less than 300,000. This would exclude many states and many substantial urban areas. Revising this figure to 200,000 or 250,000 would be to the interest of urban areas that also have acute problems with which universities can help.

Upon reading the bill, I felt that one aspect of the eligibility criteria was particularly poorly conceived. To require a "wide range of graduate or professional offerings" of an applicant university seemed to me to offer at least a basis for limiting the operation of this program to schools which offered a number of doctorates, and whose basic character was more like that of a major research university than like urban universities; for example, those which make up the membership of CUPU.

Mr. Chairman, after listening to testimony this morning, I am not about to tear up my testimony and go home, all my worries ended and wait passively to apply for the next Urban Grant. I still think that the language of the bill as it was first written, does give too much temptation to exclusionism, and I hope the Sub-committee guards against that, and excises it, root and branch.

But I think that the adoption of an amendment suggested earlier might very well be an effective way of going about just that. As it has been explained to me, and as expressed this morning, it is being suggested that the language about "wide range of graduate or professional programs" be replaced with language which in effect requires only that a university have the kind of graduate and/OR--and I will emphasize the disjunctive there, Mr. Chairman--and/OR professional offerings so that it can make good on the services it offers the urban area. If that language is adopted, and if regulations are drafted in accordance with that language, and with the explanation made this morning, then it seems to me in effect to say that any university, properly located, can apply for a grant under this program, and that USOE, in deciding who will get a grant and who will not, will have to make a judgment on the given university's ability to do what it says it proposes to do. This I do not think is restrictive. This is common sense. And if that is what the Urban Grant bill would say and mean if suitable amendments are adopted, then I would support its enactment.

With the changes proposed the bill would be strengthened. It will be wise, however, to examine also the ways in which funds are to be awarded and the composition of the proposed Advisory Council. At present the Council membership would be limited to institutions eligible for grants. Broadening eligibility would relieve that stipulation but peer reviewers and panelists used for the grant program should reflect appropriate sectors of higher education and not just major research institutions.

I believe, Mr. Chairman, that the bill you have introduced, can be a very useful starting point toward the formulations of the best kind of national urban policy--a policy that recognizes that just as urban problems are national problems, so, too, we should apply national resources to their solution. Northern Kentucky University would be proud to participate in such a program and eagerly awaits the opportunity to do so.

7

STATEMENT OF A. D. ALBRIGHT, PRESIDENT, NORTHERN KENTUCKY UNIVERSITY

Dr. ALBRIGHT. Mr. Chairman and distinguished subcommittee members, this opportunity is appreciated to present some views on H.R. 7328, the Urban Grant University Act of 1977.

My name is A. D. Albright and my position is president of Northern Kentucky University.

The ensuing views do not necessarily represent those of any organization, although they assuredly correspond in considerable measure with some you will hear subsequently, or have heard.

It may not seem, at first blush, that Northern Kentucky University, located in Highland Heights, Kentucky, is a prime client for an urban grant program. Highland Heights is not the typical megalopolis. But the university is located in the second most highly populated area in the Commonwealth, northern Kentucky.

Moreover, we are close neighbors to our cousins across the Ohio river in Cincinnati, and we do have a sense of responsibility to the metropolitan area that includes Cincinnati and northern Kentucky.

In addition, the Kentucky Council on Higher Education, the State's governance body for the public universities, has specified services as a function of Northern Kentucky University in a growing urban setting.

In a time when half and more than half of the Nation's people live in cities, or in metropolitan areas, the problems of the cities are truly national problems and no university can remain wholly unaffected, wholly disinterested.

I was prepared, Mr. Chairman, to be very critical of H.R. 7328 because of two basic flaws which I felt the bill draft contained.

Feeling that even rural universities have a legitimate urban interest, and can have a legitimate urban mission, I felt that the language of the bill limiting participation to universities located in standard metropolitan statistical areas with populations over 500,000 was unduly restrictive.

My understanding of the bill, that there would only be one urban university in a given SMSA, made this restriction seem particularly unjustified. Upon reading the text of the bill carefully and to confirm by discussions with its sponsors and others, I conclude that the bill is not intended to limit the number of urban universities in a given urban area.

I would strongly urge the committee to avoid any such limitation when it marks up the legislation. There are urban areas where there are only one or two universities and where one of them may be so much better qualified to carry out an urban mission that there is no real choice.

But there are areas where there are a number of institutions, all or many of which are qualified to undertake to confront a part of the urban condition. And there are areas and Northern Kentucky is in such an area, where several universities might want to form a consortium or some similar arrangement among themselves, to provide to the cities of the area the kind of comprehensive range of services that no one institution could provide by itself.

I believe, for example, that the applied research and service capabilities of Northern Kentucky University could complement the wider range of offerings available by the University of Cincinnati and that our two universities, perhaps with the cooperation of others, could attack urban problems which may be urban in their genesis or their ultimate effect, but which transcend any kind of political borders in their operation.

The ecology of an urban area is as complex as the ecology of a river valley or a mountain range and there are things that universities can contribute to those problems even though they are not physically located in the city where the problems are the most dramatic.

I am inclined to agree with the arguments I have heard voiced that an urban university should be able to make a serious claim to being urban. But I would hope that whatever steps this committee takes to deal with the question of eligibility that it not seek to further restrict the ability of universities such as northern Kentucky to participate, if only in cooperation with universities situated in a more properly "urban" setting.

But there is a further eligibility problem because the present bill requires that an institution be in an urban area, a standard metropolitan statistical area, of not less than 500,000. This would exclude many States—I would guess 15—and many substantial urban areas. Revising this figure to 200,000 or 250,000 would be to the interest of urban areas that also have acute problems with which universities can help.

I was prepared, Mr. Chairman, to be earlier critical of H.R. 7328 because of what seemed to me to be two basic flaws. I am not arguing for my institution because we happen to be in an area that has 500,000 and above.

Mr. **Ford**. In your case, where the real metropolitan area is in two States, the SMSA encompasses the whole of the metropolitan area, not just one side of the river or the other.

Mr. **Albright**. That is right, Mr. Chairman.

The same thing is true with reference to the health planning area. It is according to the single area and it covers both northern Kentucky and greater Cincinnati.

Upon further reading the bill, I felt that one aspect of the eligibility criteria was particularly poorly conceived. To require a "wide range of graduate or professional offerings" of an applicant university seemed to me to offer at least a basis for limiting the operation of this program to schools which offered a number of doctorates and whose basic character was more like that of a major research university than like urban universities. For example, those which make up the membership of CUPU.

Mr. Chairman, after listening to testimony this afternoon, I am not about to tear up my testimony and go home, all my worries ended and wait passively to apply for the next urban grant. I still think that the language of the bill as it was first written does give too much temptation to exclusionism and I hope the subcommittee guards against that and excises it, root and branch.

But I think that the adoption of an amendment suggested earlier might very well be an effective way of going about just that. As it has been explained to me and as expressed in this hearing, it is being suggested that the language about "wide range of graduate or professional programs" be replaced with language which in effect requires only that a university have the kind of graduate and/or—and I will emphasize the disjunctive there, Mr. Chairman—and/or professional offerings so that it can make good on the services it offers the urban area.

If that language is adopted and if regulations are drafted in accordance with that language and with the explanation made this afternoon, then it seems to me in effect to say that any university properly located can apply for a grant under this program and that USOE, in deciding who will get a grant and who will not, will have to make a judgment on the given university's ability to do what it says it proposes to do. This I do not think is restrictive. This is common sense. And if that is what the urban grant bill would say and mean if suitable amendments are adopted, then I would support its enactment and I am very supportive of the concept.

With the changes proposed the bill would be strengthened. It will be wise, however, to examine also the ways in which funds are to be awarded and the composition of the proposed Advisory Council. At present the Council membership would be limited to institutions eligible for grants. Broadening eligibility would relieve that stipulation but peer reviewers and panelists used for the grant program should reflect appropriate sectors of higher education and not just major research institutions.

I believe, Mr. Chairman, that the bill you have introduced can be a very useful starting point toward the formulation of the best kind of national urban policy, a policy that recognizes that just as urban problems are national problems so, too, we should apply national resources to their solution. Northern Kentucky University would be proud to participate in such a program and eagerly awaits the opportunity to do so.

I thank you for this privilege.

Mr. FORD. Thank you very much.

I am looking at the language in the bill starting on page 7 with regard to the advisory council. The second category of membership is:

> The Secretary of Health Education and Welfare shall name six other members who shall be representatives of the general public who shall not be employed by any urban university nor by any agency of the United States.

That would have the effect of excluding from that public membership an institution that might fit someone's definition of urban university but not meet the criteria of the bill, I take it.

So, you are suggesting perhaps that the advisory council be enlarged and that, in considering the enlarged size, we would be considering people on the basis of diversity of university settings and structures.

Mr. ALBRIGHT. I would not say that would predominate but I would say a few might be helpful, Mr. Chairman.

Mr. **Ford**. I suspect we would get a lot of help on that kind of thing from One DuPont Circle to make sure all the organizations have someone to watch out for their interest. That is what usually happens.

I think that is a good point. It is something we will have to take a look at and discuss with the people who are very readily available to us and very free with helpful advice on how to meet that kind of a suggestion. It makes sense to me.

I would like to thank you not only for the subcommittee for being so patient with our change in schedule and for your support of the concept of this legislation but also on behalf of Chairman Perkins who spoke at the opening of this hearing. I know of his very special concern for the legislation and the special consideration that he will give to what you had to say here today.

Thank you very much.

Mr. **Albright**. Thank you, Mr. Chairman.

Mr. **Ford**. The committee will stand in recess until the call of the Chair for the next hearing.

[Whereupon, at 2:45 p.m. the subcommittee was recessed subject to the call of the Chair.]

[Material submitted for inclusion in the record follows:]

Testimony by Congressman Les AuCoin
Submitted to the Subcommittee on
Postsecondary Education of the
House Education Committee
February 3, 1978

Mr. Chairman, I would like to thank you and this committee for allowing me this opportunity to testify in support of H.R. 7328.

A system of grants designed to encourage universities to attack the problems facing society is not a new concept. In fact, the idea was originated more than 100 years ago.

In 1862 the Morrill Act was passed by Congress. This Act provided for the donation of public lands to be used for the establishment of Land Grant colleges. The colleges were to offer subjects primarily in the fields of agriculture and the mechanical arts.

In 1890 Congress began to make regular appropriations for the further support of these institutions. In compliance with the Morrill Act, the states and territories were required either to establish separate institutions for instruction in agriculture, mechanical arts and military tactics, or to organize such instruction as part of the curriculum of an already existing institution, usually a state university.

More recently Sea Grant colleges have been established, utilizing the same methodology as the Land Grant program, but focusing their attention more toward alleviating the problems that are associated with increased use of the oceans.

These programs were designed to combat specific problems our society has encountered as it has grown. In the same manner, a system of grants to urban universities would stimulate those universities to seek out solutions to the many problems which have accompanied the increased urbanization of the United States.

Our society has undergone a radical change in the last 50 years. The 1920 census figures showed the split in population between urban and rural areas to be approximately 52 per cent to 48 per cent. However, in 1970 the census showed that this figure had drastically changed. Seventy-three per cent of the populace lived in urban areas. Only 27 per cent lived in rural areas.

Traffic congestion has increased, and with it has come an increase in pollution. Urbanization has led to a decrease in contact bwtween individuals, an impersonalization which is often associated with a rise in crime. In recent years the cry has been heard that cities are becoming "asphalt jungles."

Urban universities have on-going programs designed to create methods to deal with these problems. They often work hand-in-hand with local government officials, exchanging expertise and trying to find solutions in concert with each other.

For example, in my district during last August, the City of Portland, Multnomah County, and Portland State University held a conference on how the three bodies could become partners in alleviating Portland's urban problems. I am submitting a copy of their report for the committee's information.

Most institutions such as Portland State have demonstrated -- within the limitations of budget for new programs -- their commitments to improving the metropolitan area of which they are an increasingly essential part.

Portland State University has recently formed a School of Urban Affairs, which includes a Black Studies program, the Institute on Aging, a program on the administration of justice, and a masters and doctoral program in urban studies. It has established a Master of Public Administration program which is presently expected to serve the part-time and mid-career student, many of whom are already employed in local government units or social agencies.

A primary problem facing these programs, and the urban universities, themselves, (which in many instances are young and still developing), is limitation of resources. Many do not have the budgetary capability to address all of these existing programs simultaneously, without the risk of weakening the programs to make them unsatisfactory to everyone concerned. The conference I referred to earlier was funded by a grant from the Ford Foundation. But there is a need for greater funding for programs than private organizations can reasonably be expected to supply. The Federal Government must help the cities to help themselves.

H.R. 7328 will help to stimulate greater state and local governmental attention to the opportunities for effective cooperation between urban universities and their communities. The Federal assistance it will offer will encourage and facilitate a systematic and effective approach to the solution of the urgent and increasing problems facing our urban centers. It could make the difference in the survival of our cities. It is a bill that is needed.

###

REPORT
VITAL PARTNERS CONFERENCE

city/county/university cooperation
august 29-31, 1976
lincoln city, oregon

Neil Goldschmidt
Mayor
City of Portland

Donald Clark
Chairman
Multnomah County
Commission

Joseph C. Blumel
President
Portland State
University

This conference made
possible by a grant from
the Ford Foundation

Portland State University, an urban and non-resident institution, is now under the leadership of a President Joseph Blumel who has chosen to define his sense of purpose in the office as largely that of bringing the University, the City of Portland, and Multnomah County together in a learning-teaching relationship equally beneficial to each participant.

President Blumel expressed this desire for a "Vital Partnership" with the community by devoting his inauguration to a week-long conference, February 1974, to strengthen the relationship of the University and the City. The President made his commitment clear in his statement to the faculty in September 1974:

> "....We must begin to give real visibility and substance to the concepts of an urban university....it means focusing our research activities on the problems of....this metropolitan area, whether those problems be social, economic, political, environmental, or whatever. It means developing linkages with other institutions; particularly local governments."

Pursuing this goal of closer relationships, the President obtained a grant from the Ford Foundation to hold a Vital Partners Conference in August 1976. The conference was intended to bring key staff people from the University, City of Portland, and Multnomah County in order to develop specific proposals for improving the partnership. The specific objectives of the grant were:

1. To enable more frequent and direct communication between the Mayor, Chairman of the County Commission and President of the University.

2. To inform the policy-makers of specific resources and needs for the various institutions.

3. To establish a program of shared resources that will utilize the strengths of the separate units.

4. To introduce key technical staff members of local government and university to each other through a working relationship.

These objectives were to be accomplished by two steps: 1) Commissioning papers jointly authored by local government and University representatives, 2) convening the key officials of Multnomah County, the City of Portland, and Portland State University for a two day retreat to discuss the proposals and determine items for implementation.

The Papers

Five papers were commissioned in early May for preparation for the August meeting. One paper was to review past relationships between the University and local governments. Two papers were to be concerned with mutual resources, one concerning educational resources and needs and the personnel resources and needs. The final two papers dealt in the disciplinary issues where obvious bonds should be developed: human services and urban planning. The following were the papers and individuals selected:

1. Historical Review - Doug Montgomery, Assistant Professor in the School of Urban Affairs, was selected to review the University's position. Dennis West, Director of Management and Budget for Multnomah County and formerly a professor at Portland State, provided valuable insights into past activities of the local governments and the University.

2. Educational Resources - Mary Cumpston, in cooperation with Orcilia Forbes, Dean of Students, provided the information on the University's ability to provide training and work study for government personnel. Susan Schreiber, Personnel Systems Manager, presented an overview of the City's educational and training needs. No formal paper is available, but the conclusions of the presentation are included.

3. Personnel Resources - Marc Maden, Ph.D., candidate in the School of Urban Affairs and former member of the Oregon State Board of Higher Education, prepared the paper jointly with Betsy Romain, assistant to Multnomah County Chairman Don Clark. Assistance in preparing the paper was provided by Dennis West, Multnomah County Director of Management and Budget; Dan Boggan, City of Portland Director of Management Services; and Ron Cease, Portland State University Director of the Master's in Public Administration Program.

4. Human Services - Gerald Frey, Professor of Social Work, and Bob Johnson, assistant to the Director of Environmental Services and instructor at Portland State University, jointly prepared the paper in human services.

5. Urban Planning - Jill Hinckley, graduate student in urban planning, and Robert Tobin, City Planner, prepared the paper on this subject area with assistance from Nohad Toulan, Dean of the School of Urban Affairs; Ernest Bonner, City Planning Director; and Martin Cramton, Multnomah County Planning Director.

The preparers were instructed to develop specific proposals for implementation. Those proposals are listed at the front of each paper. The presentation at the retreat was organized by subject area, e.g., use of faculty, use of students, etc. rather than by paper since many of the proposals overlapped other papers. The papers are included at the end of the proceedings.

The Conference

The conference was able to bring together most of the key people of the City, County and University. To further stimulate the exchange at the retreat, several guests were invited: George Russill, former assistant to the Mayor and organizer of Vital Partners; Bill Scott, former executive assistant to the Mayor and recently named Director of the Institute for Policy Studies at Portland State University; Fred Rosenbaum, Chairman of the Housing Authority of Portland and prominent businessman; and Roy Lieuallen, Chancellor of the State System of Higher Education. The entire list of participants is included at the end of this section.

The conference was intended to bring individuals with common interests together to get better acquainted and to discuss specific proposals for improving the academic and professional communities of Portland. Most of the meetings were for the entire group to discuss the actual proposals.

Each participant was asked at the beginning of the conference to answer two questions: 1) What are the key elements the University can provide to contribute to the liveability of the City? 2) How can local government assist in providing these elements? The purpose of the questions was to clearly demonstrate that the future of our community and the University are closely associated. The participants, through this exercise, were able to identify for themselves the many common needs of the institutions represented.

VITAL PARTNERS PARTICIPANTS

RTLAND STATE UNIVERSITY

Joseph C. Blumel
President

E. Dean Anderson
Vice President
University Relations

Ron Cease
Director, Masters
Program in Public
Administration

Kay Corbett
Staff Assistant
University Relations

Orcilia Forbes
Dean of Students

Gerald Frey
Associate Professor
Social Work

Marc Maden
Student
Urban Studies Prog.

Doug Montgomery
Associate Professor
School of Urban
Affairs

Nohad Toulan
Dean, School of
Urban Affairs

George Tsongas
Associate Professor
Engineering and
Applied Science

Craig Nicholls
President
ASPSU

CITY OF PORTLAND

Neil Goldschmidt
Mayor

Doug Capps
Executive Asst.
to the Mayor

Dan Boggan
Director, Office
of Management Serv.

Don Mazziotti
Chief Planner

Susan Schreiber
Personnel Systems
Manager

Freddye Petett
Adm. Asst. to
the Mayor

Gary Stout
Director
Office of
Planning and
Development

MULTNOMAH COUNTY

Don Clark
Chairman, Board of
County Commissioners

Dick Feeney
Executive Asst. to
the Chairman

Dennis West
Director
Office of
County Management

Ken Gervais
Director
Dept. of Environmental Services

Bob Johnson
Adm. Assistant
Dept. of Environmental Services

Betsy Romain
Assistant to the
Chairman

Martin Cramton
Director of
Planning

GUESTS

William C. Scott
Director, Inst. for
Policy Studies, PSU

George Russill
Attorney
7020 SE 34th
Portland 97202

Fred Rosenbaum
Standard Life Ins. Co.
975 SE Sandy Blvd.
Portland 97214

Roy Lieuallen
Chancellor
O.S.S.H.E.
Eugene, OR

COORDINATOR

Rick Gustafson
University Relations
PSU

CONCLUSIONS

Specific proposals for action were identified from the conference. These were selected from the presentations and subsequent conversations occurring at the conference.

Educational Services

The City of Portland has conducted an extensive survey of educational needs of their employees. The University should take the lead in bringing together appropriate educational resources within the community to discuss how best to meet the educational and training needs of City and County employees. An assessment of educational and training needs of City employees appears in Appendix. Since the County does not have a centralized training function, it is recommended that those persons presently involved with training activities in all departments participate in a needs assessment to determine the educational services required to meet the needs of County employees.

Current reorganization of PSU/Division of Continuing Education should result in improved service to the local community. The Office of Academic Affairs will coordinate the application of those University resources which are appropriate to meet the education and training needs of local government employees. The University should assume a lead role in helping to identify the upward mobility needs of City and County employees.

Joint Appointment

Multnomah County and the University expressed interest in establishing a joint faculty-administrative position. The area agreed upon was within the School of Urban Affairs and the Department of Environmental Services. The University would provide the position and the County would fund 50% of the cost. Such an arrangement would foster greater communication in key fields and could be expanded to other endeavors. Bob Johnson of Multnomah County and Nohad Toulan of the University were assigned to develop a proposal for the position.

Faculty Exchange

A common complaint of employed professionals is that the academic setting inadequately prepares the student for tasks which need to be performed in the "real world." A proposal for exchanging administrators and faculty for a portion of their time was developed. The Faculty/Administrator will exchange 20% of their time (approximately one day per week) with the partner institution. No funds will be required as the individual will be paid fully from their principal employer. Classes can be offered and additional resources can be provided to local governments. The main thrust for such an exchange has come from the School of Social Work.

Visiting Professors

The University is willing to designate one faculty position at the University as a visiting professor in local government. Appointments would be made for three, six or nine months to individuals who currently work in local government. They would assume full faculty status while on leave from their professional positions. The University Relations Department of PSU has been assigned the function of seeking financial support for such an endeavor.

Urban Policy Forum

PSU will establish an informal group to discuss urban policies pertinent to Portland. The group would consist of a fairly fixed number of City and County policy makers and University staff from the School of Urban Affairs and the Institute for Policy Studies. The group would invite local experts and consultants and speakers brought to Portland by various agencies to address particular topics. A grant to support additional consultant visits will be pursued by the University.

Internships

Dan Boggan of the City and Ron Cease of the University have been appointed to develop a management intern fellowship to be proposed to the City Council. The City is in need of better trained public administrators and PSU has a new program in Public Administration. The proposal will provide resources for several employees to attend PSU and receive advanced training.

City/School Planning Office

Rick Gustafson of the University has been assigned to work with Portland School District No. 1 in supporting their application for a joint Planning Office with the City of Portland. The office is expected to address problems of segregation and future planning.

Urban Mission Statement

The University should seek local government and community input into the definition of the urban mission of the institution. Rick Gustafson will determine with the President and the University committee for this purpose how appropriate input can be received. The urban mission statement would be submitted to the Oregon State Board of Higher Education for adoption.

Portland State University is willing to follow through on its pledge of committing future resources to provide for an effective partnership with the City. An assistant for local government relations has been established. The efforts of this grant identified some areas where cooperation is possible. Other governments as well as more people within the University and the City will be contacted.

In addition to the University committment, the County Board of Commissioners passed a resolution committing to cooperation with PSU (copy included). Mayor Goldschmidt also followed with a summary of the session and his understanding of the issues involved (copy included).

BEFORE THE BOARD OF COUNTY COMMISSIONERS

OF MULTNOMAH COUNTY, OREGON

In the Matter of)
Maintaining and Improving
Cooperation Between) RESOLUTION
Multnomah County and
Portland State University)

WHEREAS, Portland State University and Multnomah County are public institutions and agencies for public service; and

WHEREAS, Portland State University and Multnomah County are dedicated to the public good, exist in a common urban environment and are ultimately responsible to the citizens of that urban community; and

WHEREAS, Portland State University and Multnomah County recognize that service to the public can be enhanced and increased by acting together on the basis of mutual respect and reciprocal support; and

WHEREAS, Multnomah County agrees that the educational objectives of the University and of the County are integral to the common goal of public service and may be pursued jointly; and

WHEREAS, the Oregon State Board of Higher Education on behalf of Portland State University and Multnomah County entered into a Memorandum of Agreement on February 6, 1975, to assist the County in utilizing the resources, both human and material, of the University; and

WHEREAS, Multnomah County is desirous of expanding and enriching its partnership with Portland State University;

NOW THEREFORE BE IT RESOLVED that Multnomah County will identify those endeavors in which cooperative, consultative and joint activities are feasible and will take the necessary actions to have them established; and

BE IT FURTHER RESOLVED that Multnomah County will offer its services to the University to the extent to which those services are needed and sought by the University; and

BE IT FURTHER RESOLVED that the County is prepared to modify its normal contractual agreements to insure the success of this partnership by a) eliminating, where feasible and lawful, monetary consideration as a primary factor in negotiating County-University agreements, and b) minimizing bureaucratic barriers pertaining to scheduling and job assignments.

Done this 9th day of September, 1976, in Portland, Oregon.

Board of County Commissioners,
Multnomah County, Oregon

Donald E Clark

Donald E. Clark, Chairman

PORTLAND
OREGON

OFFICE OF
THE MAYOR

NEIL GOLDSCHMIDT
MAYOR

1220 S. W. FIFTH AVE
PORTLAND, OR 97204
503 248-4120

September 20, 1976

Joseph C. Blumel, President
Portland State University
P. O. Box 751
Portland, OR 97205

Re: Vital Partners Conference

Dear Joe:

We wanted a chance to communicate with you as a follow-up to the Vital Partners Retreat at Lincoln City on August 29 through 31, 1976.

Let me begin by first identifying some fundamental operating assumptions:

1. We (the City, County, and the University) share a mutual responsibility to the urban community. Just as the City's urban mission focuses on the citizens we serve, so must the University's mission be focused at that level. Without it, our partnership with the University would be built on imagery and nothing more.

2. A fundamental objective in our collective sense of mission is providing an equal opportunity to all of our citizens. This should be the fundamental mark of all institutions in a free and democratic society. The University offers a tool for individuals to pursue their personal and collective drive for their own improvement and advancement. I agree with your statement that PSU's fundamental mission is to provide an educational opportunity to those who cannot get it elsewhere.

These basic assumptions (and there may be others) identify some specific programmatic objectives:

1. The University's physical presence in the community needs to be enhanced in order for it to be a more complete partner in the urban community. There is no direct way to live down some negative

historical facts, for example having taken expensive urban land off the taxrolls. Nor is there any way for the University to posture itself in any way comparable to the University of Oregon or Oregon State in terms of physical or economic dominance in the community.

But, Portland State can make an effort to become more visible, and hence provide a sense of partnership in the minds of the community, by being felt throughout the community, and by sharing a sense of the excitement of the University environment. This can be done by greater accessibility and awareness of on-campus programs and events. It can also be done by a greater off-campus presence, not only in providing cultural events and speaker's forums, etc., but also by working through the continuing education role of providing off-campus instruction.

2. The University must take steps to define its own urban mission, and then make the programmatic changes which will best carry out that mission. The initial fundamental questions are these:

    (a) Do the resources of the University meet the learning needs of the Metropolitan area?

    (b) Do the learning needs of the Metropolitan area determine the way in which the University organizes its resources and energies?

It is in the process of addressing these questions that we can form a "real" (versus an "apparent") partnership as we seek ways of combining and directing resources, contributing to that quantum of resources which are marshaled together for the livability of our community. The City is willing to participate in that urban mission inquiry, but of course the primary responsibility rests with the University.

3. The definition of the urban mission may demand certain kinds of hiring decisions. The City can develop its own opinion relative to faculty resources, and the University may be interested in knowing what kind of people we would like to see within the institution.

4. The City's responsiveness to its own urban mission involves PSU resources:

   (a) In order for us to make decisions as a part of the political process, we need to be confronted with the history of what has already been done. What were the assumptions on which prior decisions were made? Did those decisions turn out to make any sense at all? Are the basic problems we are trying to address still continuing to haunt us? The answers to these questions involve PSU's research capability.

   PSU may have an interest in the areas chosen for such research. We can offer some examples. Our manpower program is designed to be integrated with economic development in providing jobs and job-training. Is such integration occurring? Is it being done so in such a way that serves the needs of the people who most need it? As another example, our neighborhood strategy in the Buckman area focuses on rezoning, rehabilitation, and economic development. Have the policies improved the lives of the people who live there?

   (b) We have specifically designated, as a part of our Mayor's office organization, a policy planning and development function. We can effectively utilize the available resources of PSU as a part of that function, on a program or issue basis. This may involve establishing a "Urban Policy Forum."

(c) We are committed to the exchange, intern and training programs identified at the retreat, and intend to make sure that follow-up occurs with City personnel identified as having responsibility.

We have been addressing institutional objectives thus far, we should not ignore the element of faculty and student "citizenship" in City urban affairs. Ultimately the participation of PSU's population in their own neighborhood and community may have as much impact as the "economic mission" produces.

My Executive Assistant, Doug Capps, has been designated as our liaison with other "partners," and with my blessing will take responsibility for follow-up in these areas. We were pleased to be asked to participate in the conference, and view it as a significant step in our growing partnership.

Sincerely,

Neil Goldschmidt

NG:dcc

cc: Don Clark, Chairman, Board of County Commissioners

TESTIMONY OF DR. DANIEL E. MARVIN, JR., PRESIDENT, EASTERN ILLINOIS UNIVERSITY AND CHAIRMAN, NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION

Mr. Chairman, I am please to submit testimony on behalf of my colleagues on the National Advisory Council on Extension and Continuing Education regarding H.R. 7328, the Urban Grant University Act.

As you know, the Council is authorized by title I-A ("community service and continuing education") of the Higher Education Act of 1965. Unlike other advisory groups of this nature, the Council is composed of a unique combination of public members, appointed by the President, and Federal representatives designated by eight departmental secretaries and agency heads. Over the years, the Council's public membership has included a variety of outstanding academic and community leaders, selected because of their special knowledge of university extension and continuing education, State and local government, and community-based problem solving efforts. Their expertise on these matters has been generously supplemented by the broad technical, program planning, and policy development responsibilities of the Council's Federal representatives, each of whom represents an agency with a vital interest in continuing education.

The Council is broadly concerned with public policy development for postsecondary continuing education. In this regard, we have two specific responsibilities as outlined in the enabling legislation: To advise the Congress and the President on the administration and effectiveness of all federally supported extension and continuing education programs, including community service programs; and to advise the Commissioner of Education on policies and regulations arising in the administration of the title I-A program.

The Council also has a special interest in the new lifelong learning program recently authorized by Congress and incorporated into the Act as title I-B. Our association with the development of this program has been close.

H.R. 7328 is proposed as an amendment to title I. For obvious reasons, the Council is interested in this amendment and has reviewed it carefully. After considerable discussion and after several meetings with representatives of the Committee of Urban Program Universities, this interest has coalesced around three issues:

1. The appropriateness and thrust of the proposed legislation;

2. The relationship of this proposal to the original title I-A program; and,

3. The status of the National Advisory Council on Extension and Continuing Education vis-à-vis programs authorized by title I.

Let me say first, Mr. Chairman, that urban education, and in particular, urban extension, is not a new issue with the Council. In its sixth annual report to the Congress in 1972, for instance, and in subsequent reports, we singled out this issue for special attention. The Council urged the development of an urban extension system to improve the capacities of urban universities and colleges to respond better to the instructional and other educational service needs of urban areas. We advised that institutional resources were not infinite; that they had to be applied more rationally and efficiently if social problems responding to their application were to be alleviated. As a corollary to this, we also urged the broadening of education and training opportunities for adults living and, in some instances, simply surviving in these areas.

The Council's major recommendation in 1972 called for a significant overhaul of the title I legislation to address, in part, these concerns. Let me quote briefly two passages from that report -- each of which is as valid and relevant now as it was then:

> "For decades, the leadership in municipal governments has been compelled to make decisions about the future of the cities without access to the kinds of substantial research that such decisions require."
>
> "Frustration with the intractibility of urban problems has led to disappointment with current approaches and a search for better solutions. At the root of this search is the need to develop within universities an organized capacity for urban extension. Until this is done, the value of university involvement is diminished because the crucial link between the scholar and the community does not exist. Yet providing this link will entail a massive joint effort on the part of universities, cities and the Federal government, an effort far beyond that foreseen by any current Federal program of continuing education."

Mr. Chairman, as a university president, and as a former director of the Virginia State Council of Higher Education, I know all too well that universities do not have the answers to every community problem. I know also that universities have critical problems of their own which may hamper their public service efforts, and that they sometimes inadvertantly contribute to the problems of others in unforeseen ways. This was most evident in the turbulent decade of the 1960's, when cities and urban universities clashed on issues that were important to both. These were sad, but real, re-enactments of the historical town-grown controversies of the past.

I believe, however, that these confrontations were atypical of the cooperation that has existed between our Nation's academic institutions and Federal, State, and local governments. Our common concern for the problems disturbing urban, suburban, and rural communities has led to many worthwhile efforts to seek solutions to these problems. I think of our mutual commitment to the land-grant experiment, to the agricultural extension system, to the sea-grant concept, to Model Cities, and to a host of other current programs that join and coordinate institutional and government asistance to individual and community needs.

We support H.R. 7328's purpose, which is to aid universities "to develop their capacity to help find answers to urban problems, and aiding such universities to make their educational, research, and service capabilities more readily and effectively available to the urban communities in which they are located." We particularly endorse the proposal's focus on the extension of services to communities and individuals, and on improving these services by modifying and applying the incomparable instructional and research capacities existing at urban universities to serve this end.

One-half of the population of the United States lives on one percent of the Nation's land. Seven out of every ten Americans live in urban America. What happens to our Nation's cities -- and to the universities which inhabit and serve the cities -- determines the quality of American life in incalculable ways.

One of the great tragedies of American life has been our inability to control the growth and quality of American cities. Although many Federal programs address themselves to this problem and involve universities in support of Federal and municipal activity, they have rarely resulted in the formulation of stable, broad structures through which universities can most effectively provide assistance to city officials and urban residents.

Rather, these programs tend to use what the universities have available in terms of existing talent and present organizational capabilities. This has led to much fruitful activity but to somewhat less progress. By often funding programs which reinforce the separation of academic disciplines, and the separation of research from extension, the Federal government bears some responsibility for the current inability of universities to respond to urban problems more effectively.

The Council welcomes the comprehensive and multi-disciplinary approach to urban services encouraged by H.R. 7328. We welcome also the inclusion in the bill of much of the substance of the recommendations made by the Carnegie Commission on Higher Education and its report "The Campus and the City." If H.R. 7328 is authorized and funded -- as we hope it will be -- the question of how well it will be implemented, it seems to me, depends largely on the spirit of cooperation and consultation that occurs between the universities and the cities.

On this subject, let me add one further remark. The urban university grant program provides for direct grants to urban universities. For both project assistance and comprehensive program grant support, the bill specifically requires that local agencies of government "be afforded a reasonable opportunity to review and comment upon" proposals submitted by universities for funding. This requirement is well intended, but it may not be stated in sufficiently strong language. One of the most attractive aspects of the bill is the effort to forge better linkages between universities and the cities. In the interests of more reflective planning, the development and application of appropriate institutional resources, and a determination of priorities among the many problems that might be addressed, it appears to me that the bill would be strengthened if better guarantees were somehow given to include city governments more directly in the formulation of proposals submitted for funding.

Mr. Chairman, I have a second concern. That concern is the relationship between the proposed urban grant program and the existing title I-A program. For the past twelve years, the National Advisory Council on Extension and Continuing Education has closely monitored the activities conducted by the Office of Education's university community service program. I think it would be a mistake not to recognize that some broad similarity does exist between these two programs

Over the years and despite woefully inadequate funding, title I-A has succeeded in involving over 2,000 colleges and universities in community problem-solving activities and in adult continuing education. In 1976, for instance, 645 colleges and universities were actively sponsoring 533 projects for these purposes. About 47 percent of these projects can be identified as "community development" projects, with an additional 17 percent focussed on training and services to State and local government officials.

Title I-A is essentially a State grant program. Funds are allocated to the States upon submission of State plans to implement the objectives of the program. All institutions of higher education within a State have the opportunity to participate in the development of the plan. The program priorities that result from this exercise, however, are intended to reflect a comprehensive determination of statewide needs and not necessarily the needs expressed by urban institutions or city governments.

Although we can cite many instances of successful linkages between urban institutions and municipal governments as a result of title I-A program activity, this urban focus is only one of several emphases in the program, and not the kind of concentrated focus that leads to the development of the systematic linkages envisioned by the urban university grant program.

My point, Mr. Chairman, is this: The general purposes expressed in the title I-A program are supportive of and complementary to the more specific focus outlined in H.R. 7328. Further, I believe that if the proposed bill were to be implemented, it could derive considerable direction and help from a closer examination of the long experience of the title I-A program.

In the Education Amendments of 1972, the Congress requested that the Council undertake a comprehensive national evaluation of the title I-A program. We submitted this evaluation to the Committee on Education and Labor on March 31, 1975. This report contained our assessment of the successes and failures of the program and the efficacy of the activities conducted with program support.

Among the findings resulting from the evaluation was an identification of the major characteristics that, in our opinion, accompanied successful projects. These characteristics were subsequently confirmed by an independent evaluation of the program conducted at the University of Illinois.

I cite the existence of this evaluation and other significant resources which are available as a consequence of the title I-A program. Much of this material is relevant to the design and purposes stated in the Urban Grant Act. Although these two programs are separate and distinct, the Council believes that they can be used to each other's advantage. The two programs should be coordinated, especially in light of the limited funds traditionally available to title I-A, and the equally limited fiscal authorization requested for the urban grant program.

My third and final concern regarding H.R. 7328 involves the proposed creation of another statutory advisory council with overview responsibilities for title I. The National Advisory Council on Extension and Continuing Education opposes the creation of a second advisory council. This objection may appear defensive and self-serving, but I feel that the reasons for our opposition are sensible.

There has been considerable recent publicity given to the existence of so many advisory councils and committees. Much of this criticism has been adverse, often with legitimate reasons. As the Administration has developed its plans to reorganize the Federal government, it has charged that many of these councils and committees serve no useful function, are overlapping, sometimes counterproductive, costly, and should therefore be terminated or consolidated.

At the same time, however, both the Administration and the Congress have cited the need to increase the effectiveness and productivity of remaining councils and committees, and to continue to use them, on a more selective basis, to provide the Federal government with the kinds of non-partisan and objective advice only such public bodies can provide.

Quite naturally, we feel that the work performed by the National Advisory Council on Extension and Continuing Education falls into this latter category. We continue to be a major voice in the Federal establishment for policies, issues, and programs affecting postsecondary continuing education, and for the millions of adults who benefit directly from this activity, often as a result of Federal initiative.

The Council has also been closely involved with the broad issues which are now expressed in the new lifelong learning program authorized by title I-B. In fact, more than five years ago, we recommended to your Committee that this Council's name be altered to the National Advisory Council on Lifelong Learning in order to help open up, encourage, and confirm Federal interest in this area. Although our name remains the same, a new lifelong learning program does exist. We have worked closely with the Assistant Secretary of Education on this matter and feel that we have made many positive contributions to the evolution of the program -- and to the legislation which preceded it and made it possible.

In short, Mr. Chairman, I believe that rather than create a new statutory advisory council for the proposed urban grant program, your committee should consider the alternative of sustaining this Council as the single body with oversight and advisory responsibility for all of title I, including the urban grant program. Our performance over the years as a public advisory body has been, I believe, a good one. We have demonstrated our ongoing concern for title I-A and for title I-B, and we are particularly pleased that so many of our past recommendations regarding both programs have been considered seriously by the Committee and subsequently made law. I am confident that the Council can provide similarly useful services to the urban grant university program, with whatever alterations in the legislation as are necessary to make that possible.

To summarize my testimony, let me say again that the National Advisory Council on Extension and Continuing Education supports the creation of an urban grant university program; recommends a closer scrutiny of the relationship between title I-A and the new program, for reasons suggested; and opposes the creation of a second statutory advisory council with title I responsibilities

# # #

STATEMENT SUBMITTED FOR THE HEARING RECORD BY CONGRESSMAN NORMAN Y. MINETA, RE: HR 7328, URBAN GRANT UNIVERSITIES ACT OF 1977

Mr. Chairman, as a former urban mayor, I was very pleased to co-sponsor HR 7328, knowing first hand the benefits possible through the creation of an urban universities grant program. In my view, a federal program enabling urban-based universities to apply their services and the skills of their faculty and students to the problems of the cities and metropolitan areas is very sorely needed.

The problems facing our urban areas are massive and relate to a broad spectrum of concerns. This measure would enable cities and universities to work together to seek solutions. Presently, we are not taking advantage of the talent and skills our universities have available to address these problems.

Several years ago students, administrators, and faculty at San Jose State University, which lies just outside my Congressional District, developed such a proposal in conjunction with officials from the City of San Jose. Their idea was the creation of an Urban Affairs Institute that would have provided the means for utilization of university talent and services to address urban problems in San Jose. Unfortunately, applications for federal assistance were not successful, and, lacking sufficient resources, the Institute never became a reality.

It is not often that legislation permits us the opportunity to provide assistance to two areas at once. That there are urban problems in need of attention is without doubt; that education could greatly benefit by this partnership is equally obvious.

There are three points I wish to make about the legislation as it is presently written.

(1) Some discussion regarding the definition of an urban university has been presented to the Subcommittee. I urge you to retain criteria that will not so elasticize the program that the benefits cannot be targeted to substantially urban areas. I, therefore, advocate that the language defining an urban area as an SMSA over 500,000 be retained. In this way, I believe most major cities would be included and the eligibility criteria not so low as to dilute the program.

(2) The provision of the bill requiring eligible universities to have a "wide range of graduate and professional offerings" has been criticized as limiting the program to those universities offering doctoral programs. I do not beleive that is the intent, nor do I believe it should be. The California State University and College system, for example, offers a wide variety of graduate and professional degrees, but no doctroal programs. I would support clarification of the criteria to make it clear that qualifying universities should have a broad range of graduate and professional programs sufficient to provide the applied research and related services necessary for a successful program, but that doctoral offerings are not required.

(3) Section 147 delineates the membership of an Urban University Advisory Council. Omitted from representation, however, are student members; and I would urge that the Subcommittee add student representation to the Council. Students are an integral part of any university -- some contend that they are both the product and the consumer of education -- and would be a most important element in any urban university grant program. Their perspective of those functions defined as the responsibility of the Advisory Council would be extremely valuable, and they should be guaranteed adequate representation.

Urban universities alone will not solve the problems of our cities. But their blend of critical research, evaluation, and program development with a commitment to public service puts urban universities in a unique position to complement the functions of other institutions similarly dedicated to making urban communities more liveable.

NORMAN Y. MINETA, M.C.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

BAKERSFIELD CHICO DOMINGUEZ HILLS FRESNO FULLERTON HAYWARD HUMBOLDT LONG BEACH LOS ANGELES NORTHRIDGE
POMONA SACRAMENTO SAN BERNARDINO SAN DIEGO SAN FRANCISCO SAN JOSE SAN LUIS OBISPO SONOMA STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590 5501

February 8, 1978

The Honorable William Ford
Chairman, Subcommittee on
Postsecondary Education
Committee on Education and Labor
House of Representatives
Washington, D. C. 20515

Dear Congressman Ford:

Enclosed for your consideration is a statement in support of H.R. 7328 which represents the views of The California State University and Colleges. I would be pleased to have this statement included as part of the official record.

Sincerely,

Glenn S. Dumke
Chancellor

GSD:jd
Enclosure

cc: The Honorable Phillip Burton
The Honorable Augustus F. Hawkins
The Honorable George Miller
The Honorable Shirley N. Pettis
Mr. Jim Harrison

Statement in support of H.R. 7328 by Dr. Glenn S. Dumke
Chancellor, The California State University and Colleges

We wish to express our support for H.R. 7328, the Urban Grant Act. The California State University and Colleges system is comprised of 17,000 faculty, 312,000 students on nineteen campuses, covering a 1000-mile area from Humboldt in the North to San Diego in the South. We already have a history of relationships with major urban areas within the state. We believe the legislation will serve as a catalyst to strengthen these relationships.

Of our nineteen campuses, twelve are located in metropolitan areas. These are: California State University, Fresno; California State University, Fullerton; California State University, Hayward; California State University, Long Beach; California State University, Los Angeles; California State University, Northridge; California State Polytechnic University, Pomona; California State University, Sacramento; California State University, San Bernardino; San Diego State University; San Francisco State University; San Jose State University.

While the other seven campuses are located outside of these metropolitan areas, in order that they may serve the smaller communities in accordance with the Master Plan For Higher Education in California, their resources would be available.

We believe that, collectively, The California State University and Colleges constitutes what may be the largest single delivery system available to carry out the objectives of H.R. 7328.

We hope the Committee will support this legislation and specifically encourage the participation of groups of institutions in the programs authorized.

An important aspect of this legislation is the establishment of close links between the local governments and local institutions of higher education. On our urban campuses, the single most important link to our communities has been our students. The vast majority of students commute to these campuses. They typically work part-time in local industry and/or government. A high proportion of our student body comes from the surrounding communities. Our campuses clearly are already involved in the training of the future community leadership.

Our urban campuses have strong outreach programs which serve the cities and communities which surround them. These on-going programs--many involving volunteer work on the part of faculty, staff, students, and others made possible by limited grants--are designed specifically to meet the needs of community agencies. The following is a brief listing of programs that only scratch the surface in terms of our total involvement, although this listing represents typical projects that have been established following a discussion of needs between the campuses and community agencies; they are programs, however, whose scope and effectiveness could be increased greatly if additional funds were available.

*The Social Work Education Department of San Francisco State University, for the first time, brought together representatives from all major Bay Area public agencies. The purpose of this (now to be) annual conference is to improve communication and cooperation between public agencies which do not have a regular channel for inter-agency communication. The ultimate result will be improved delivery of services to Bay Area citizens and better use of tax dollars.

*Also at San Francisco State, at the request of the city authorities, 130 students are tutoring children and adults who live in the Bay Area to help them read. Tutors work in people's homes, in alternative schools, and in such community agencies as the Delancey Street Foundation (a residence, half-way house for ex-convicts and ex-addicts).

*At California State University, Los Angeles, the campus through its community outreach program was involved in over 350 community projects this past year. These involved an average of 12,000 student volunteers per quarter. Such projects included: Eight students and two faculty members of the Geography Department, at the request of the Los Angeles County, mapped and planned recreation trails in Griffith Park; twelve criminal justice majors are working in neighborhood crime prevention centers; twenty foreign language majors (Chinese, Spanish, and Japanese) are serving as interpreters in hospitals, senior citizen centers, local governments, etc.

*At San Jose State University, about 175 occupational therapy students and 500 student nurses provide free services under departmental supervision to Santa Clara County hospitals, clinics and public service agencies. Also, about 600 students a year work free in non-profit organizations in the community, including criminal justice agencies, health agencies, counselling centers and educational institutions.

*At California State University, Fresno, minority-operated and other small businesses receive management assistance and advice from graduate students working in the University's Small Business Assistance Program.

*At San Diego State University, a group of 24 students and 3 core faculty work together to provide counselling for out-of-school youth, irregular school attenders and both unemployed and under-employed young adults in the Greater San Diego community.

Within the curricula of our nineteen campuses, urban issues already are dealt with, both in theory and practice, from the perspectives of other academic areas, such as Public Administration, Education, Sociology, and Engineering to name a few. Within these disciplines, such majors and specializations as City and Urban and Regional Planning, Criminal Justice Administration, Civil and Transportation Engineering, Bilingual/ Cross Cultural Education, Urban Education, Public and Community Health, and Urban Studies, etc., assure an in-residence and continuing resource of "...skills, talent and knowledge which can be drawn upon in helping to ameliorate the multitude of problems that face the Nation's urban centers," to the degree that funds can be made available.

*A new systemwide energy program providing knowledge and services to the California public has been established. The program consists of a technical assistance corps available from the 19 CSUC campuses, and greatly expanding energy-related studies offered by the campuses to the public. This program is based upon the fact that each of the campuses has faculty with expertise in energy fields who, with upper division and graduate students, can provide consulting help to citizens, public agencies and businesses.

*At California State University, Fullerton, the Real Estate Research Institute conducts continuing research programs with special emphasis on urban development problems in Orange County. Studies are in cooperation with public and private agencies with primary funding from the California Department of Real Estate.

*At California State University, Fresno, at the request of the California Association of the Physically Handicapped, artificial limbs, wheelchairs, etc. undergo testing for safety in the School of Engineering.

*At California State University, Hayward, accounting students at the request of the Hayward City Council, assisted nearly 2,000 low-income residents in preparing their income tax returns.

*To help train public officials, California State University, Long Beach has an arrangement with the city by which city managers, mayors, bureau and department heads from public agencies throughout Southern California comprise the part-time faculty of the University's Center for Public Policy and Administration. This mutual arrangement is reportedly the largest program to train public officials in the United States, thereby providing the communities of the State a unique and needed service.

*Also at Long Beach, the Speech and Hearing Clinic serves residents throughout the greater Long Beach area. The Community Psychology Clinic has two satellite clinics located in minority areas of the city. Hundreds of students work with social and service agencies throughout the area, and the new nutrition program provides meals and therapeutic assistance to senior citizens at four strategic locations. As a result of these (and other) programs, Long Beach projects continue to place students on major commissions in the City which is a service appreciated by the City of Long Beach officials.

*At California State University, Fullerton, within the Department of Business Administration and Economics:

- Economics provides an economist to the Coyotes Hills Open Space Organization to Save Our Environment and an adviser to the Fullerton mayor.
- Finance provides consulting and advisory services to the State Department of Real Estate and the Orange County Finance Association.
- Management provides an assistant project director for the U.S. Department of Labor on problems in the scope of bargaining for professional employees in the public sector.
- Marketing prepared a study of the businesses in Buena Park for the Buena Park Chamber of Commerce.
- The Center for Research in Business, Economics and the Community provides professional research and consultation services to the local area including business, labor, agriculture and local government agencies. It also provides a focus, through research, for the education of students and citizens in the business and economic problems of the local community, and for the involvement of faculty in such educational programs.

*At San Jose State University, the Environmental Studies Department developed the Center for Solar Energy Applications in summer 1976. The goal of the center is to facilitate the use of solar energy in the Bay Area. A Solar Switchboard offers a telephone information service on solar energy. The center also helped develop a solar handbook for Bay Area home owners. The center maintains a solar energy reference library, disseminates solar energy educational materials, and conducts solar energy research.

In summary, The California State University and Colleges has not only the qualifications for implementing the provisions of H.R. 7328, but the resources and philosophy to carry out its objectives.

# # #

merican Association of State Colleges and Universities One Dupont Circle/Suite 700/Washington, D.C. 20036 (202) 293-7070

January 23, 1978

The Honorable William Ford
U.S. House of Representatives
Washington, D. C. 20515

Dear Representative Ford:

I am writing to request the opportunity to testify on the "urban grant university" bill when further hearings are held, after that now scheduled for January 25.

Our organization and a number of others in higher education have had some concerns about the original bill, primarily related to what we felt are very narrow definitions of eligible institutions, which appear to exclude many institutions carrying on important programs in urban-oriented education, services, and research. The bill has been the subject of much discussion and a floor vote at the recent annual meeting of the American Association of State Colleges and Universities.

In recent months, we have had a number of discussions about the bill with the Committee on Urban Program Universities (CUPU), which sponsored the bill, and its director, Jim Harrison. CUPU has generously indicated a willingness to broaden the legislation in a way which should meet our concerns.

However, we would like to testify, in order to be sure our position is clear. I believe that other higher educational groups may also wish to be heard from, or may wish to join us in testimony.

Sincerely,

John P. Mallan

John P. Mallan
Assistant Executive Director
for Governmental Relations

JPM:jmb

cc: Tom Jolly

MAJORITY MEMBERS:
WILLIAM D. FORD, MICH., CHAIRMAN
FRANK THOMPSON, JR., N.J.
JOHN BRADEMAS, IND.
MARIO BIAGGI, N.Y.
MICHAEL BLOUIN, IOWA
PAUL SIMON, ILL.
RONALD MOTTL, OHIO
ROBERT CORNELL, WIS.
CEC HEFTEL, HAWAII
CARL D. PERKINS, KY., EX OFFICIO

[illegible]

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND LABOR
SUBCOMMITTEE ON POSTSECONDARY EDUCATION
619 HOUSE OFFICE BUILDING ANNEX #1
WASHINGTON, D.C. 20515

MINORITY MEMBERS:
JOHN BUCHANAN, ALA.
JOHN N. ERLENBORN, ILL.
BUD SHUSTER, PA.
ALBERT H. QUIE, MINN., EX OFFICIO

February 7, 1978

John P. Mallan
Assistant Executive Director
for Governmental Relations
American Association of State
Colleges and Universities
One Dupont Circle, Suite 700
Washington, D. C. 20036

Dear Mr. Mallan:

Thank you for your recent letter concerning the possibility of scheduling your association to testify when further hearings are held on H.R. 7328, the Urban Grant University Act.

Without doubt, such arrangements will be made as soon as possible. The testimony of your organization will be most important as we attempt to develop a full hearing record on this legislation. As you may know, Jim Harrison advised the Subcommittee staff that your testimony would be helpful on this bill, and it was only because of time constraints that we couldn't schedule you as a witness at our first hearing. I am enclosing a copy of Jim's letter to Tom Jolly, our Subcommittee Counsel in which he makes the request on your behalf for your records.

You can be sure we will be in touch with you as we develop a hearing schedule.

With kind regards, I am

Sincerely,

William D. Ford
WILLIAM D. FORD
Chairman

WDF:pms

cc: Jim Harrison, Director, C.U.P.U.

THE URBAN GRANT UNIVERSITY ACT OF 1977

THURSDAY, MARCH 23, 1978

House of Representatives,
Subcommittee on Postsecondary Education,
Committee on Education and Labor,
Birmingham, Ala.

The subcommittee met, pursuant to notice at 9:30 a.m. in the Nursing School Building Auditorium, University of Alabama, Birmingham, Ala., Hon. William D. Ford, chairman of the subcommittee presiding.

Members present: Representatives Ford and Buchanan.

Staff present: Thomas R. Jolly, subcommittee counsel; Patricia F. Rissler, legislative associate; and William C. Clohan, minority assistant education counsel.

Mr. Ford. I would like to call the hearing to order.

This is a hearing held by the Subcommittee on Postsecondary Education of the House Committee on Education and Labor, U.S. Congress, authorized by the committee to be here for the purposes of holding field hearings on a pending piece of legislation before our committee which we refer to as the Urban Grant University Act.

I would like to say before we call our first witnesses that as chairman of this committee, I am very pleased that we have the opportunity to have the first hearing outside of Washington on this legislation. This is the first of what I hope will be a number, giving us an opportunity to visit with people in the setting of urban-based universities around the country.

I hadn't realized, John, until just now, that when they find out about this back in Detroit, I may be in a little trouble. They will wonder why the first hearing wasn't there since my initial contact for this legislation was with Wayne State University in Detroit, which I had the honor of attending.

I was also going to bring the thanks of the people in Michigan for the discipline administered by the University of Alabama to Ohio State when someone reminded me that there is a certain degree of competition between here and the football school called Alabama; they have the football players; you have the students.

For those of you who are unaware of it, up in the Midwest there is a kind of war that goes on between the States of Ohio and Michigan, represented by our respective football teams. In recent years we've felt that we've played better football, but not done as well politically in the selection of who goes to the Rose Bowl. We didn't do very well in the Rose Bowl, but we were able to survive the holidays by watching reruns of what happened to Ohio State down here.

I'm particularly pleased that we are able to have the first hearing outside of Washington in John Buchanan's district because while he and I have, over our 14 years together in Congress, had more than a few disagreements on issues, in the field of education, we've worked very closely. He is the ranking minority member of this subcommitte and, as such, is an extremely important person in determining which piece of legislation we are going to be working on, which one moves and which one doesn't move.

I don't know whether it is widely known down here and whether this helps or hurts John, but he was very instrumental in constructing the piece of legislation that you've heard about recently announced by President Carter as his Middle Income Student Assistance Act. We worked that out as far as we could before we went to the administration with it, and John has been in the forefront of the effort to pass that legislation. As you know, it came out of our subcommittee by a unanimous vote with all of the Democrats and Republicans voting for it, and it passed the full committee in the House by a vote of 32 to 3. One of the reasons it has moved along so well is because of the kind of cooperation that John, as the ranking Republican on the subcommittee, has given us.

Now, when we get to the labor side of our full committee, we get into serious difficulties from time to time, but when we're talking about education, our committee is not a partisan committee, and it's not a sectional committee.

This legislation that we're going to hear about today seems so logical that, when it was presented to us last year by some of our friends in education and one hired gun that I see up there in the audience, formerly general counsel of this committee who now represents the Committee of Urban Program Universities, we wondered why it had never been included in any of the education programs before. We discovered that in concept, at least, some of us were thinking about this back in the 1960's. As a matter of fact, some members of the committee actually thought we had done something along this line back in the 1960's, but the language was not specific enough so that the bureaucrats were forced to understand it. We do have to force them at times to understand what our legislative intent is. We can't rely on them picking up, in the normal course of events, the idea of urban-based universities participating as we hope they will be able to participate. They are, in fact, participating now across this country in the problem-solving and problem-identification role within a community, whether that community be just the city, or the city and the county, or an entire State, or an urban area that goes across State lines, is a very exciting one. Perhaps we in this country have fallen behind our antecedents in Europe in this one area in that we have kept this sort of separation, the idea of separation, at least, between the institutionalized activities of our colleges and universities and the governmental units that provide their surroundings.

We hope today to hear from representatives of both the University of Alabama and from Georgia State University. I'm looking forward, Congressman Buchanan, to starting these first hearings here with the kind of testimony that will make this legislation understandable to people across the country in the hope that by the end of this year, at least, we will have enough understanding across the country so that our colleagues will be clamoring for the opportunity to vote for this legislation.

I would like to yield to the gentleman from Alabama before we proceed.

Mr. BUCHANAN. I want to thank our chairman for both his presence in our city and for holding this hearing today and for his leadership in the Congress in the field of education.

Now, everybody in Birmingham, Ala., who is informed—and that, of course, includes everybody—is aware that I have a certain affinity for Fords from Michigan. You all knew about Gerald R., but perhaps you didn't know the extent of my respect and affection for Bill Ford, of Michigan. He is the architect, for example, for the middle-income student assistance legislation. He is the primary architect of this legislation, in which it is my privilege to join with him, that I think can be landmark legislation, and he has given consistent leadership that I think has been of great benefit to the country.

I'm pleased to have you exposed, Bill, to a group of distinguished constituents of mine who I think will help us make the case for a good idea whose time, I believe, has come.

All of us are aware of the historic importance to our country of the Land Grant Universities. Universities like Auburn in Alabama have made an impact on the life of this country that has helped us to become the agricultural wonder of the world and has literally revolutionized the agricultural economy of States like Alabama.

Now, it is time for us to look at the fact that most Americans now live in urban areas like Birmingham. There are, in many of those areas, institutions like the one in which we are now meeting, the University of Alabama in Birmingham, playing already a vital role in meeting the needs and helping solve the problems of the urban areas in which they exist.

I believe it is time for us to give recognition, as we will in this legislation, to the role of such institutions and to provide assistance that they may better serve the communities in which they are already good citizens.

I am very pleased that we can begin these field hearings here in Birmingham, a city that has been greatly blessed by the life and the work of the University of Alabama in Birmingham.

And I am pleased, with you, Mr. Chairman, to greet our distinguished witnesses and to hear them.

Mr. FORD. Thank you. I would just like to observe that since Jerry's elevation, first to Vice Presidency and then to Presidency, the voting record of the Fords from Michigan has improved very greatly. I want you to know that he and I seldom shared the same kind of cooperation that you displayed, but we are all very pleased and very proud to have had a President from Michigan and so pleased and proud to see him living in California playing golf. It leads us to wonder why he decided to retire to that State of all places when he could have stayed where we've had only about 150 inches of snow this winter. We all felt very sorry for him down there in Palm Springs as we shuffled through snow all winter long.

I would like first to call a panel consisting of Dr. Richardson Hill, president, University of Alabama, Birmingham, and Ms. Odessa Woolfolk, of the University of Alabama.

STATEMENT OF RICHARDSON HILL, PRESIDENT, UNIVERSITY OF ALABAMA

Mr. Hill. Congressman Ford, Congressman Buchanan, friends:

As president of the University of Alabama in Birmingham, I want to welcome all of you to our campus and to our city. I should particularly like to acknowledge the role that Congressman Buchanan has had in arranging these hearings here in Birmingham. And, John, we thank you very much, indeed.

I am aware that in previous testimony heard before the committee on January 25th, in Washington, distinguished educators defined the general need for legislation to help urban universities better serve America's cities. This legislation is viewed as an opportunity to improve the ability of these universities to work with local committees and communities and others in addressing the many problems of our urban areas.

Today, we are privileged to present to the committee an example of one institution, the University of Alabama in Birmingham, which relates closely to its urban community and to discuss ways by which this relationship may be enhanced.

The University of Alabama in Birmingham, or UAB, is a State institution. As one of three campuses of the University of Alabama system, it has a uniquely urban genesis, having developed in a real sense as a response to the needs of the people of this city.

In the 1930's, the University of Alabama in Tuscaloosa, the parent campus, established an extension center in Birmingham to provide a limited number of courses for the residents of this community. In 1945, a 2-year medical school at Tuscaloosa was moved to Birmingham and expanded to a 4-year school. The return of World War II veterans desiring access to higher education and professional schools, combined with a national focus on health care, gave great impetus to the Birmingham campus, and in the ensuing three decades, we have experienced phenomenal growth. And today, the UAB with its medical center, university college, and the graduate school comprises a health and educational institution which has a significant and positive impact on the local and on the State communities.

To give you some idea of the extent to which we have grown, particularly in the past 15 years, the university has expanded from an area of only 4 blocks of land to one of 65 blocks, only 6 blocks from the heart of downtown Birmingham.

UAB is located in a standard metropolitan statistical area, which is shown on the chart to the rear, which includes the city of Birmingham, the entire county of Jefferson, and the surrounding counties of Walker, Shelby, and St. Clair. This area includes a population of 803,100, which is 22 percent of the population of the State of Alabama. It also includes 4 county governments and 66 incorporated municipalities each with their own governments. Jefferson County alone includes 34 incorporated municipalities. The largest political jurisdictions in this area are Jefferson County with a population of 652,700 and the city of Birmingham with a population of about 300,000. I would note that the Sixth Congressional District, of which Congressman Buchanan is the representative, cuts right through the middle of this area.

UAB's current annual budget is approximately $180 million, and we employ more than 8,000 individuals. It might be pertinent to know that the University of Alabama in Birmingham receives some $42 million in extramural support, primarily from the Federal Government for research, instructional programs, and service.

The medical center consists of the schools of medicine, dentistry, nursing, optometry, public and allied health, and the University of Alabama hospitals. In University College, there are the schools of business, education, engineering, humanities, natural sciences and mathematics, and social and behavioral sciences. The graduate school directs the activities of some 16 Ph. D. and 35 master's level programs.

This past fall, our enrollment exceeded 13,000. Students attend school at varying times from 8 o'clock in the morning until 10:30 at night. A large percentage of these students are older than the traditional 18- to 24-year-old residential-college age group. Many are married, and many are working full time and are seeking to upgrade job opportunities. Thus we enjoy one of the more unique aspects of the urban university, the opportunity to work with extremely well-motivated and mature individuals, many of whom are employees of the municipal and county governments in our area.

As a comprehensive university located in an urban setting, UAB has the appropriate resources to join forces with the local community to develop projects which address themselves specifically to Birmingham and to other similar municipalities. In the past, these efforts have necessarily been limited because of a lack of adequate funds from local government entities or other agencies. It has been difficult, therefore, to mount extensive programs which would be really significant benefit to the city and county governments. However, this university is service oriented, and where we could effect a collaborative and a collaboration of effort, we have been successful in a number of areas.

First, it should be noted that as a major provider of health care services to the people of this area and throughout the State, the UAB Medical Center staff has for many years involved itself with numerous projects to improve the health care of the people of the city and State. Examples of this may be found in the high risk nursery system, developed by medical center personnel, which serves critically ill infants in communities throughout the State. Another important program is the Birmingham regional emergency medical services system in which our faculty members have played a major organizational role. Through this system, operated by an independent advisory board, local communities in the Birmingham area organized, planned, and developed a program to provide emergency medical services to all of its people. This activity evolved out of the UAB's pilot demonstration program involving three local communities which provided funding to match Federal resources. Many other similar interactions have existed over the years in the health area.

The UAB's Center for Urban Studies is a direct response to the need for trained individuals to address problems relating to the city. The role of this center will be described later by one of its staff members, Odessa Woolfolk.

131

Through collaboration with the city of Birmingham, an Interinstitutional Technical Advisory Group has been established to provide an inventory of academic expertise from both UAB and from other institutions within the Birmingham area. This advisory group can be used as a resource for the executive branch of city government and the city council, to advise them on particular issues.

Thus, collaborative endeavors such as those envisioned under this law will not represent a new concept to our faculty, rather an expanded opportunity for such endeavor.

To summarize, we visualize the proposed legislation as a means by which the university, such as the UAB, would examine its resources in collaboration with local political jurisdictions. Together, we would examine what skills, talents and facilities are available which could assist in the solution of local problems. The university may go to city hall, the county courthouse or some other local governmental agency; or the agency can come to the university. The problem is identified, a means of examining it formulated, and a plan of action eventually proposed in a joint manner. The university can do research, provide services, offer training, or other services. If the idea thus developed was deemed useful to the city government or the county commission, UAB could then develop a project under sections 145 or 146 of the act and submit it to the Commissioner of Education.

In short, the legislation would provide for a cooperative process by which the local government and local university would jointly decide what problems could most usefully be addressed by the resources of the university. It would be an effort on the part of the university to be a useful citizen and a good neighbor.

Mr. Chairman, this legislation represents an idea, as Congressman Buchanan, has said, whose time has come. Certainly, we are aware that today most of us live in an urban environment. We are also aware that too many of our urban ideas are in trouble. Universities cannot offer a panacea to these problems. But as repositories of broadly based knowledge and expertise, they should be put to work for the common good.

A university-city partnership as proposed can be possible only if a viable mechanism becomes available. We hope you will recognize the feasibility and desirability of establishing this mechanism.

We believe that the University of Alabama in Birmingham and others like us are uniquely situated to make such a partnership a useful instrument for improving the human condition.

Thank you, Mr. Chairman.

Mr. Ford. Thank you, Dr. Hill.

We will hear from Ms. Odessa Woolfolk before we start the questions.

STATEMENT OF ODESSA WOOLFOLK, DIRECTOR OF PUBLIC SERVICES, CENTER FOR URBAN AFFAIRS, UNIVERSITY OF ALABAMA

Ms. Woolfolk. Mr. Chairman, members of the subcommittee and visitors:

I am Odessa Woolfolk, instructor in urban studies and director of public service in the Center for Urban Affairs at the University of

132

Alabama, I might add, in Birmingham. My colleagues and I certainly do share President Hill's enthusiasm about the proposed Urban University Grant, and I appreciate—we appreciate the opportunity to speak about the center which I represent.

As an urban university, UAB has recognized its responsibility to share the skills, resources and creative energies of its faculty and staff with the community it serves. This was evidenced by the creation, in 1969, of the Center for Urban Affairs, then called Urban Studies. The center's purpose was and still is to promote urban-related academic programs, research and service activities at UAB. Presently, we have a dedicated staff, graduate assistants and persons who are interested in community-based activities. There are eight individuals, part time and full time, working with us.

The center now offers a range of technical assistance and research to local, county and State governments, as well as to nonprofit, private agencies.

The four policy areas in which we have a particular interest and, we believe, competence are housing, health, environmental management and human resources development. I might add that during 1977 alone, we were able to contract over $170,000 in research in these areas.

I would like to list just a few of the activities that we have engaged in.

We have conducted a series of Fair Housing workshops for the county.

We have conducted a study of elderly, potential elderly, housing for the county.

We've developed for the city of Birmingham some thoughts on comprehensive housing.

We've been involved in health planning, environmental matters and so on.

The examples are in the testimony, and I would not bore you by going into all of them.

Dr. Hill alluded to a project called ITAG, the Intercollegiate Technical Assistance Group. ITAG illustrates the interest which Birmingham area postsecondary institutions have in relating to our urban communities. It might be helpful to give just a little background on ITAG.

About 1½ years ago, the center was asked by Mayor David Vann to conduct a survey and an inventory of the talent and other resources available in the universities within the Birmingham area which could be brought to bear on the city of Birmingham. The presidents of seven of the eight eligible institutions endorsed the project. The other person did not comment because of pressing business there. We received responses from more than 100 faculties and staff members from the seven mentioned institutions. In addition to these individual responses, we received letters on behalf of the faculties of entire schools or departments who were intersted in the ITAG notion.

Upon receiving the survey findings, Mayor Vann recommended that the city of Birmingham and UAB establish ITAG formally with operating funds to be provided by the city of Birmingham. Within a few months, a contract was signed.

As you can seen from this example, the idea of a two-way avenue of communication between the academic community and city government is a very popular one.

But these projects which I have mentioned and which are described in the testimony are merely scratching the surface when one considers the need for services which can be provided by UAB. With additional funds, UAB could respond to a larger number of requests from local governments and community-based agencies.

During the past year, the Center for Urban Affairs has received requests from citizen participation groups about assistance in understanding a great variety of Federal programs. Although our existing resources are limited, we have responded to these requests through existing capabilities for computer mapping, video taping and film making.

If additional funding were available, we would enlarge our scope of activities. For example, we could set up a data system to provide current demographic data; conduct an ongoing review of usable concepts and models which have been introduced in other communities; invite university-based urban experts and practitioners to exchange ideas and to offer assistance to local officials and citizens. Also, we could provide inservice training for municipal officials and make resources developed by the center available throughout the SMSA.

Such funding would also enable us to consider the market in our SMSA for university-based research and technical assistance in leadership development, migration studies, human resource development, growth management and comprehensive neighborhood planning. Indeed, there are persons within the university competent in related skills.

The proposed Urban University Grant of 1977 would promote productive partnerships between universities and local public bodies. Broadly speaking, the act, if passed, would remove major impediments to university-government cooperation. First, it would provide support for release time, leaves of absence and other arrangements for faculty members who would not otherwise have the time to devote to projects. Second, it would permit local governments to engage part-time assistance without having to bear the burden of expensive fringe benefits which full-time employment requires.

My examples of campus-community activities have come from the perspective of a Center for Urban Affairs. This is not to imply that we are the only unit of the university which is responding to urban issues. Every school within the University of Alabama in Birmingham is in some manner applying its specialized knowledge and skills to improving the quality of life in our community.

Mr. Chairman, we are aware that the issue of how American universities can relate more effectively to cities has been debated for more than 20 years. We know that several strategies have been tried by both the National Government and private foundations. Some of these attempts were productive and effected change. Others were shortsighted or too modest for the programs at hand. We believe that the Urban Grant University Act of 1977 is superior to most earlier approaches in the manner in which it encourages close coordination among participants throughout both the application and implementation processes.

Mr. Chairman, as good neighbors to the municipalities and counties within our service area, we are eager to share our resources. The legislation of which we speak today, if enacted, would surely enhance that relationship.

Mr. Ford. Thank you very much.

I would just like to observe that I'd better get the Detroit Knicks, because you've got a shopping list here that will take all the money we have in the program. I've got to get up there while we still have something left.

Dr. Hill, you made the observation in part of your testimony that the University of Alabama in Birmingham was a State institution. Actually, it has what you describe as a uniquely urban genesis, that the university came to be here and has grown as a result of the needs of people in this area and the needs that they have projected to the university system. That's one of the interesting characteristics that the staff has attempted to describe in the purpose of this legislation.

Not all universities that are located in urban areas meet the definitions of this bill, obviously, but you seem to have described to us exactly what I think we had in mind when we were trying to write a description of a university.

Is it the experience of this school that a large number of your graduates, in fact, remain in the area and become involved in government and other affairs of the community?

Mr. Hill. Mr. Chairman, I thing it's of great interest, particularly related to this potential act of Congress, to note that, as you pointed out, this university came in existence because of the needs of people in this metropolitan area, but, in fact, it goes well beyond that.

We have a school of engineering here that actually predated many of the other schools that now exist in our university college. This school was developed because of the expressed needs of this community. Businessmen of the community and manufacturers of the community went to the board of trustees and to the president of the university, who was then located in Tuscaloosa, and indicated that the community needed these schools of engineering in the Birmingham metropolitan area, and the board and the president indicated they really didn't have the funds to do this. And the community said, well, we need this type of program so badly that we will put up the funds, and so, the community raised the funds themselves to build the school of engineering and developed an educational program in engineering because of an urgent need in this community.

Now, this has happened over and over again in other areas of the university. In fact, the university developed through mechanisms such as this. The people that we educate already are working in this community, many of them. The majority of our students are commuting students; they are married; they already have jobs; they live in the community and they stay in the community after they are educated. They are looking for ways and means to advance themselves to increase their earning potential and to increase means of helping the community, if they happen to be working for municipalities.

We have many people enrolled in our criminal justice program that are on the police force of Birmingham. In fact, the majority of the police force have, at one time or another, enrolled in programs at this institution and have advanced themselves by earning baccalaureate masters degrees, et cetera.

The same is true of other workers in the community. So, we do serve their needs; they work here and live here and remain here after they finish.

So, it is certainly, as you say, a great service to the community and the people who remain here.

Mr. FORD. Mr. Buchanan.

Mr. BUCHANAN. Thank you, Mr. Chairman.

Mr. Hill, Ms. Woolfolk, I think one of the most thrilling things that I have witnessed in my adult life has been the development of this university. It is a rich resource for this city and for our State.

Mr. Chairman, Dr. Hill mentioned our EMS program. It is quite outstanding, and if you're going to have a heart attack, this is the place to do it. I'm not recommending that, of course. After EMS pulls you through, we have one of the finest open-heart surgery outfits in the world right here in this medical center. So, if you have any problems, just let us know.

Most of us here are aware of your outstanding work at UAB, Mr. HILL. We authorize $25 million in this bill, which isn't a lot in Federal terms to spread around the country, and we do have to save a significant amount for Michigan, obviously. What leve' grant do you think would be reasonable for an individual institution?

Mr. HILL. Congressman Buchanan, this is a difficult question to answer, because it depends, of course, on the number of projects undertaken by a university and the diversity of those projects, but to make any kind of major impact—and I say this from the experience of this university in having some $42 million in grants and contracts in other areas. To make a significant impact, it would seem to me that it would take at least $100,000 or $150,000 for an institution to make a significant impact.

Now, it could be much more than that if one would provide the community with additional services and knowledge, but somewhere in that general neighborhood would seem to me to be reasonable.

Mr. BUCHANAN. Both of you mentioned the consortium that is now in operation. This bill does not specifically provide for that arrangement, but I wonder if you have any comment on whether consortium grantees should be allowed under this program.

Ms. WOOLFOLK. It seems to me that the value of the cooperation among universities or postsecondary institutions in general is that the areas that one university or postsecondary institution might be weak in, might be a strength in a neighboring institution. It seems to me that if we focus on the community as the beneficiary of the grant, then what we are talking about is making every possible institution with any sort of services a part of that delivery system. I would endorse that where possible.

Mr. HILL. Congressman, might I also comment on that?

In addition to the consortium that both of us have mentioned, there is a consortium in this community of the institutions of higher learning that would be of some interest, I think, to the committee, whereby all of these institutions cooperate to make available any courses in any of the institutions to a student enrolled in one of those institutions without any redtape, without any exchange of money, with full credit guaranteed by the parent institution.

So, a student from Birmingham Southern or from Sanford or from Miles or from UAB can enroll in another institution and take a course with no redtape and with full credit guaranteed that student. They also have use of libraries of all the institutions.

So, we do have already operating a consortium, cooperative type of arrangement between the institutions of higher learning in this metropolitan area.

Mr. BUCHANAN. I want to thank you both for the really outstanding leadership you are giving in the very area we seek to encourage in this legislation, and I, for one, am determined that we are going to muster up the support to encourage such activities, not only here but throughout the United States.

Mr. HILL. Thank you, Congressman. Thank you, Mr. Chairman. It is a privilege to be here.

Mr. FORD. Thank you both very much for your contributions.

For our next panel we have the Honorable David Vann, the mayor of Birmingham; Dr. Richard Arrington, city councilman; Mr. Ben Erdreich, county commissioner; and Mr. Louis Willie, Birmingham businessman.

Mr. VANN. Mr. Chairman, by agreement of the panel, they are going to permit the lowly mayor of the city to speak first. It's because I do have a commitment to be in Gadsden at 12 o'clock, and it's some distance away. So, I will be withdrawing at the end of the testimony, but I don't want to omit welcoming you to our city, and if it makes you feel any better, I have a sister at the University of Michigan, and I also—we have a young man, a cousin of mine, who teaches history at the University of Michigan, now, a young man named Vann, and also, the Slaussens are indirect—Presser Slaussen taught history at Michigan for many, many years, married to an aunt of mine. So, we have a lot of connections. Also, have over 500 cousins living here, just for your information.

STATEMENT OF DAVID VANN, MAYOR, CITY OF BIRMINGHAM, ALA.

Mr. VANN. We are very appreciative of you and Congressman Buchanan bringing this hearing here. The Congressman has worked very, very closely with the city in all matters of urban legislation, and the efforts that he has made in supporting this institution are deeply appreciated, because they have aided not only the city and this institution, but this institution's impact goes throughout the metropolitan area.

And I am pleased to add my testimony as a city official as a part of the proposed Urban Grant University Act. Admittedly, I have not had a chance to study all of its details, but I can say to you that I know a lot about the impact that an urban university has on a city.

We have a multiplicity of problems. Many of them we have yet to find solutions for, but the university and the impact that it brings to the community offers many, many opportunities to assist cities in that regard.

And, just looking at the university generally before we look at the grant, you could almost someday, perhaps, I think describe the history of this city as BU and AU, before UAB and after UAB, the impact of the urban university is so great upon the city.

This university is a unique, cooperative partnership venture between the trustees of the university and the mayor and council of the city of Birmingham, the Legislature of Alabama and various Federal institutions that have worked in conjunction with its various schools.

The campus itself was created through the use of the urban renewal powers of the city. So, in a sense, it's a land grant university, because the land came through the urban renewal method. Much of the funding came through special funding by the congressional—by the legislative delegation from this county in unique ways, but the ongoing impact—I would venture to say that an unusually large percentage of the employees of the city of Birmingham have deep connections with the university. The university itself is the largest employer in the community. Over 8,500 jobs are provided in this city by the university in its various activities. They say the salaries exceed $94 million a year.

You know, mayors know how to kind of convert things like that. That means $940,000 in our 1 percent occupational license tags.

The chamber of commerce says that such funds go through the economy five to eight times, and if you assume that at least half of the transactions are subject to a sales tax of this municipality or one of the other 34 municipalities, you'd have a production of some $2.5 million in sales tax revenues to the city of Birmingham and the other 34 cities, and the county has a 1 percent sales tax. So, they would get another $2,500,000 in sales tax, just out of the salaries paid here. So, you can see the economic impact.

But, over and beyond that, if you go down the boards and agencies of the city of Birmingham, of the other 34 cities and of the county, you will find over and over members of the faculties serving on the zoning boards, on school boards, on advisory boards and neighborhood participation. So, the entire community, almost from its roots, is deeply enriched by the urban university, and any bill that helps make more effective the urban university will have impacts that go beyond those things which you will be able to catalog or put on paper.

Of this university, some say, well, we already had six colleges here, why do we need another university. Well, I'll say that all six colleges that were here before are stronger institutions today because of the support that this urban university has given to all of them, and so we not only have those; we have the strength.

My executive secretary has a masters degree in business administration from UAB. Our police chief has a masters degree in Criminal Justice from UAB. Several members of my staff have done graduate work there. I'm also the chairman of the regional planning commission. About half of the staff of the regional planning commission is now or have been students of UAB, just to give you an idea of these overall enrichments.

But if you look at specific efforts—Ms. Woolfolk talked about particular projects that the university has carried out with the city in the area of housing studies. Recently we've completed a study of personnel administration. The city just now opened a new office of personnel administration, and, in conjunction with that, we asked the university to do a study of our needs and to make recommendations to us that could help us in making the decisions that are so critical any time you set up a new operation.

In addition to that, we have the ITAG consortium of which we are very proud. Incidentally, this grew out of the urban conservatory program, which was an experimental program with the National League of Cities, U.S. Conference of Mayors and the Department of Housing; however, I will have to say that, in part, it grew up because the Federal program had so much redtape with it, we decided we'd rather have our own and decided ourselves not to fill out quite as many forms, and I would urge that in programs of this kind that the ingenuity of the design of local programs be left as flexible as possible, because frequently we do get the best use of funds with greater flexibility in the administration of them.

Now, I don't think that there's any way that anyone can minimize the kind of scope and assistance that this type of program could give. For instance, take our administrative study. There are many things we need to do that we don't have the in-house staff to do, where a university will have experts in the very same field, and even if we have resources available, there are times when an internal study by city government does not have the credibility that a noninterested party, looking at a problem, would have, and a university can add to the weight of decisionmaking in that way.

And, third, the cost of dealing with problems through this kind of program with everyone being here in an ongoing way is much less than the cost would be if you were dealing with outside consultants on a general basis.

So, I would have to say to you—and I won't try to go through all the written testimony which has been presented, but the total impact of this kind of program on a city and on the university, the interrelationship, is one from which both profit greatly and that this is the kind of program that I think would not only make the cities of America stronger, but make the urban universities of America stronger.

I will be happy to respond to any questions.

Mr. FORD. Thank you, Mr. Mayor. I would like to ask you a question, too, because, as you have indicated, you do have to leave, and we are pleased that you were able to stay and hold yourself to such a tight schedule for this appearance.

You mentioned, in commenting on the testimony of Dr. Hill and Ms. Woolfolk, that you've had experience in a number of instances, and then you suggested a couple of specifics with the university conducting programs in conjunction with the city government, and then you made the point that, with respect to the particular activity of their study of your personnel office, you believe that the results of an internally produced plan for the personnel office would not have had the same degree of credibility as the one prepared by the Center for Urban Affairs, so that you've had the kind of experience that we would like for other people to have around the country with the university.

What kind of cooperation do you get in the interaction between the bureaucrats, if I can use that expression, at city hall and the outsiders coming off the college campus to look over their shoulder? Has this posed any kind of a problem for you?

Mr. VANN. Well, I don't think there's any question that there will, from time to time, be differences of opinion. There may be a recommendation made by the university study, and the city will take a course different from that recommendation, but I don't—you know, it's not the purpose of the program to turn over the administration and policies of the city, from the elected officials—to the university. That's not what we're talking about.

What we're trying to do is get the inputs of the university into the decisionmaking process so that more alternatives are considered. And, you know, I would find that frequently there may be a recommendation from a university study that we'll take some other course based on our experience, but we take that other course with greater assurance because we have considered alternatives and for substantial reasons, may have chosen another course. And I think that in planning today, if you go to the English systems, for example, more and more the decision process in government is becoming one of trying to get as many alternatives presented to the decisionmaker to choose from so he has the assurances that he is making a reasonable choice.

It used to be, the planners would come up with a recommendation of what was the best way to go and in a sense take the decision away from the Congressman or the councilor or the mayor or whoever is making, attempting to do that. And I think the system we're getting at today is one of choices.

Now, for instance, I'll give you another example. We have a very extensive citizens' participation program. We have 85 neighborhoods. Each has its own elected committee. We allocate funds to every neighborhood for development of projects by that neighborhood. Now, we offer them technical assistance from the City Planning Office and other departments of the city, but they also have through UAB and the other universities here other advice from outside of the city bureaucracy to give other suggestions, and sometimes they will come forward with ideas and programs that come from other advice. I think it's a healthy thing for the city to have as much varied advice from within its own bureaucracy and from without. I think the bureaucracy has some difficulty dealing with that, but I think it's learned to live with it better and better every day.

Mr. FORD. Thank you. I think you focused the answer better than I did with my question. One of the thoughts that comes to people, however, is the expectation that on the basis of past history, mayors like yourself and members of city government might feel insecure about the locally-based university being in a position to examine your activities and comment publicly.

I'm happy to hear you say that, while there is a natural concern when anyone is checking up on anyone, your own experience is such that you think it has not caused any problem. Furthermore, you think it is possible for the city government to collaborate with and cooperate with the university people while they're making the studies and recommendations.

Mr. VANN. Well, as I say, when you're talking about universities like UAB, and you're talking about the government of the city, they get crossed up. You come down to our planning commission, you'll find several UAB people already in there helping make the decisions.

If you go out to the citizen participation, you'll find several university professors into their neighborhoods, because, as I say, we have an overall involvement that is beyond just making studies.

I like the ITAG concept because we pay *x* number of dollars into that, and for that, we, in effect, have the right to get the advice of any member of the faculty of any of the seven colleges and universities on a short-term basis, and frequently there's something where you could be 2 or 3 hours talking to somebody that's an expert in a field. You are not asking him to turn out a long paper, report, with pictures and diagrams. What you're talking about is, we got a problem, which is the best way to run a ditch somewhere or how we can solve a particular problem that some engineering department can help us with in our engineering department; or a problem in our computer data division that someone out here in their computer division section could be consulted on and those smaller things are frequently, may well be the larger contributions.

I like our ITAG concept from that standpoint. That was the beginning. This is the first year. I think it will be very, very useful to the council of the city. The council doesn't have the bureaucracy available to it that the mayor does. Just for example, the administrator of the city, all the employees, at least theoretically, work for me, but there's a need for advice and consultation and ITAG will give the council a chance to ask members of the faculties something so they don't have to just depend on information that may well come from the planning department of the city. I think it will all enrich the life of the city.

Mr. FORD. Thank you very much.

Mr. Buchanan.

Mr. BUCHANAN. Thank you, Mr. Chairman.

Mr. VANN. If I could be excused.

Oh, you want to ask me something?

Mr. BUCHANAN. Yes; I do. Some weeks ago, Mr. Chairman, the mayor was kind enough to invite me down to city hall and then on a tour to look at some of the things the city of Birmingham is doing with some of the programs which you and I voted to create and for which we've appropriated funds. Some really innovative things are being done in this area with housing, for example.

I gather that this arrangement has proven valuable in your implementation of such programs?

Mr. VANN. It has been useful in helping evolve many different kinds of programs. We started off in housing. We had several seminars that the UAB organized and brought various kinds of experts together. Of course, we've also done a lot of in-house staff work, and we have consulting contracts with the National League of Cities and the U.S. Conference of Mayors and some of their technical staff that brings knowledge from all over the country, but the kind of cooperation here will also help open some of those research doors that are available to us as public officials, can also be made more meaningful in inputting into, say, the division of urban studies. It's a two-way street.

Mr. BUCHANAN. In this legislation, we provide funding which the Commissioner of Education makes available to the institutions and universities for program development, for project assistance and for comprehensive program grants, that is, multidisciplinary plans for education, research and service programs. In the latter two cases, we have provisions in the bill, as it is written, that:

> The local agency of general government, within whose jurisdiction fall the problems to be addressed by a project for which assistance is requested under this section, must be afforded a reasonable opportunity to review and comment upon the proposed project, and the Commissioner may request the advice of any Federal agency—and so forth.

Do you feel this language, based on your experience and the relationship you have had here with other Federal programs, would suffice to give an adequate role to the city government in the implementation of projects funded under this legislation.

Mr. VANN. Well, as I understand it, the city would have a right to approve or disapprove the project, and I don't know that it is entitled to or necessarily needs that degree——

Mr. BUCHANAN. No; the bill does not go quite that far. It says: ". . . reasonable opportunity to review and comment upon the proposed project, . . ." I assume the Commission would not go as far as to——

Mr. FORD. It would be contemplated that in developing applications for the program that an application that clearly was accepted by the local government would have a higher priority than one that wasn't.

Mr. VANN. Let me be candid and frank. I have been on both the inside and the outside. Before I came into city government, I was a leader in a movement to overturn one of the planning programs in the city, and we successfully brought our own consultants in and were able to persuade people that our consultants were better than the city's planning department concept, and I think that the opportunity of people to contest or oppose public decisions and to have the resources of the university to help them do some of that is probably equally important to the wholesome life of a city. I also participated in throwing the rascals out.

So, I think healthy city life depends on the city being able to function as an organism. I don't think the city ought to have a veto in any program. I do think that your best contributions to improvement of local government problem-solving will probably come on projects where there is a great deal of cooperation between the city and the university. On the other hand, I do think that there is value to having available other kinds of input into things like planning, land use, water. We have a lot of discussion in this community, with

34 governments, as to what the proper policy is to spending some $70 million in sewage funds.

We have one that wants to spend it all on the Cahaba Basin; some others also want us to clean up Valley Creek and Five-Mile Creek and other creeks and not spend it all in one place. That kind of argument and getting facts, the university could well give information.

Mr. BUCHANAN. Thank you, Mr. Mayor, for staying. I don't have any more questions.

Mr. FORD. Dr. Arrington.

STATEMENT OF RICHARD ARRINGTON, JR., MEMBER, BIRMINGHAM CITY COUNCIL; EXECUTIVE DIRECTOR, ALABAMA CENTER FOR HIGHER EDUCATION

Mr. ARRINGTON. Mr. Chairman, Mr. Buchanan; one thing we've all learned at city hall is that there is—at city hall here in Birmingham, that there is no way to top or even match Mayor Vann when he starts talking about his relatives. He apparently has them in every State in the Union and in every walk of life.

But in order to try to underscore my credentials with the chairman of this committee who is visiting here, I suppose I ought to say at the outset that I'm a graduate of the University of Detroit and a former student at Ann Arbor, Mich.

I want to thank you for giving me this opportunity to state some of my views on this proposed legislation. I appear in two capacities as a member of the city government here in Birmingham and a member of the city council and also as executive director of what is known as the Alabama Center for Higher Education which is a consortium of the eight 4-year black colleges here in the State of Alabama.

There are eight 4-year predominantly black colleges here in the State, and for the last 8 years, I have served as the executive director of that consortium of black colleges here in the State of Alabama.

I want to summarize my written testimony by mentioning several points briefly.

Mr. FORD. Without objection, your prepared statement will be inserted in the record in full at this point.

[Statement of Dr. Richard Arrington, Jr., follows:]

TESTIMONY OF DR. RICHARD ARRINGTON, JR.

Mr. Chairman, Congressman Buchanan: I am pleased to respond to your Committee's invitation to state my views relative to the proposed Urban Grant University Act. I appear today in two roles; first, as a member of the Birmingham City Council and second, as Executive Director of the Alabama Center for Higher Education (ACHE), a consortium of eight predominantly black higher education institutions within the state.

I believe Dr. Hill and the other witnesses have done an excellent job in pointing out many examples of cooperation between the University of Alabama in Birmingham and local governments and have indicated how additional funding might be put to use effectively in addressing the needs of the area. In my remarks, both as a Council member and as an official of ACHE, I would like to focus upon what I consider should be the first priority for any federally supported effort to meet the needs of urban areas—solving the problems of the inner city and of the people who reside therein. I refer to the familiar syndrome of unemployment, dependency, low levels of income and education, sub-standard housing conditions and poverty in which all too many of our people find themselves trapped.

As you know, finding solutions to this complex of problems has proven extraordinarily difficult, and I am convinced that we will not begin to make real progress until we secure the active participation and assistance of the individuals who are actually faced with these problems—the residents of the inner city. Here in Birmingham we have made an excellent start in this direction. I would like to take a moment to describe our Citizens Participation Program, and state how I think it could be enhanced by the legislation under consideration here.

The program was initiated in order to comply with a requirement of the Community Development Act that citizens be afforded opportunities to have a voice in determining how Community Development Block Grant Funds would be expended. Our response was to establish some 85 neighborhood organizations which elect officers and send representatives to a city-wide Citizens Advisory Board (CAB). Since their establishment, I can assure you that these organizations and the CAB have become most active and influential, not only with respect to the allocation of block grants, but also in relation to all major issues facing the city.

Through its Center for Urban Affairs, UAB provided a number of the neighborhoods with technical assistance during the initial phase of the Citizens Participation Program, and I know the Center had more requests for such assistance than it was able to provide with its limited staff and resources. Although the program is now well established, there is, in my view, a continuing need for such assistance, particularly to the inner city neighborhoods. Residents of these areas often require training in leadership and managerial skills before they are able to function effectively in an organizational setting. Often, they do not have a sufficient knowledge of issues, legislation, government regulations and/or similar matters to make informed judgments concerning their own interests.

I would like to see a comprehensive program of assistance provided to each of the neighborhood organizations within the City of Birmingham. By comprehensive, I mean a program which would include both training in organizational matters as well as a continuous effort to educate and to inform citizens about various issues and problems of concern to the area. It could also endeavor to improve communication among neighborhood groups, city and county governments and business and industry. Possibly this program of assistance could be accomplished by expanding the role and scope of the Center for Urban Affairs which, in my judgment, would be an ideal use of Urban Grant Funds.

From my remarks thus far, Mr. Chairman, it should be clear that I am a supporter of the Urban Grant University Act. However, as one associated with black higher education, I am aware that a number of questions were raised by representatives of black institutions when this legislation was first proposed. For my own part, I am satisfied that this bill does not discriminate unduly against black institutions, as it is my understanding that proportionately as many black institutions would qualify as urban universities as would white institutions. Nonetheless, I would like to go on record as asking that the proposed legislation be amended to assure that phrases such as "a wide range of graduate and professional programs" cannot be interpreted so as to exclude institutions which are not heavily research oriented from participation in this program. There are a number in this category which I know can play an important role in solving the problems of our urban areas. I would note in particular Miles College, which is a member of the Alabama Center for Higher Education and which has a long history of service to the City of Birmingham and to its black citizens.

In this same connection, Mr. Chairman, I would point out that Miles College is an active member in the Intercollegiate Technical Assistance Group (ITAG), which has been cited here today as an example of cooperation between the city and higher education. As an officer of a consortium of higher education institutions, I would be remiss if I did not point out that formal interinstitutional cooperation is often a viable and effective approach for achieving common objectives. For example, the Alabama Center for Higher Education conducted a successful pilot program for inmates at the Jefferson County Correctional Center. The program's primary purpose was to provide curricula below college level and college level along with supportive counseling services to the individuals selected for participation. The Center is also currently conducting a

Community Acceptance Program which provides assistance to ex-offenders in locating, securing, and maintaining employment. The program provides counseling, job placement, follow-up and other supportive services for ex-offenders in Jefferson County. Overall, the programs are aimed at reducing recidivism while enhancing individual development of self-worth and esteem, with an end goal of producing contributing members of society. In the light of such examples, I would recommend that the committee consider making such interinstitutional cooperative arrangements eligible for funding under the Act.

I would raise two other cautions about the proposed legislation. First I would urge consideration of the question of whether the SMSA population criterion of 500,000 is not too restrictive. I believe that this figure can be lowered without unduly diluting the impact of the program. Second, I would suggest that sections 147 (a)(1) of the proposed legislation, providing for appointment of an "Advisory Council" be amended to permit the Secretary of Health, Education, and Welfare to "name twelve members who shall be executive officers of" institutions eligible to participate in the program rather than just "urban universities."

In conclusion Mr. Chairman, I would reiterate my strong support for this bill. Both as a member of the Birmingham City Council and in my work with the Alabama Center for Higher Education, I have seen first-hand the valuable assistance universities are able to provide to urban areas through their research and service functions. Such evidence suggests to me a tremendous potential for further service if additional resources become available. Accordingly, I urge the enactment of the Urban Grant University Act.

Mr. ARRINGTON. All right.

I want to state at the outset that I appear in support of this proposed legislation, and I certainly concur in all of the points that the previous speakers have made about this proposed legislation and the need there is for the legislation, but I want to narrow my focus and my comments to what I believe to be, or what ought to be, the first priority of all Federal programs that are aimed at helping urban areas. I want to talk specifically about how this program might relate to the inner city.

I see that at the core of every urban problem the problems of the inner city, and you know what those problems are without my trying to enumerate them.

I feel that for quite a long time or sometimes too often, we have tried to solve the growing problems of urban areas, and particularly the growing problems of inner cities, without dealing in some significant way with the residents of inner cities, and I do not believe that we can address the problems without some significant involvement of inner-city residents.

Now, I recognize that it is a very complex problem. The problems of the inner city are very, very complex, but I do believe that they require—effective solutions require active participation of inner-city residents.

The university here in Birmingham, the University of Alabama, has already been working with the city of Birmingham in some of its efforts in the inner-city area, but I also speak here as an inner-city resident myself.

UAB and institutions like Miles College, which is a predominantly black institution in the city, have assisted us in the city of Birmingham in trying to provide technical assistance to inner-city residents. They have helped us with things like leadership training; they've helped with education and information for inner-city residents in terms of trying to provide more input in what we call grass roots level, into the decisionmaking process in city hall.

145

Yet, I'm sure that the resources that we have at the universities in the urban areas are somewhat limited, and the problems are very, very great. I just want to mention two or three areas where I see the inner city getting help, additional help from the university if this program becomes a reality.

Community planning is one area where we need a lot of help. We are trying to allow inner-city residents to have more to say about what goes on in their community. The mayor mentioned to you a moment ago that in the city of Birmingham we are divided into 85 neighborhoods. More than half of those neighborhoods are predominantly black neighborhoods, but we are trying to allow these people to help with planning what ought to go on, what improvements ought to be made. The university is offering technical assistance to these individuals, and I think, under this program, we'd be able to offer even greater assistance. We are trying and trying to save the central city. We're trying to talk about what we'll be able to do in a central business district.

Right now, the city of Birmingham is embarking on a program to try to do something about the black business district. No matter what we do with the black business district, it is clear in my mind that the university and some of the other institutions in this area must provide some technical assistance for the black businessman if the program is going to be effective.

We're talking about inner city, what we can do to involve minority contractors. It is clear to me that this is an area in which the university and other schools in this area can provide some assistance to the city by giving technical assistance to minority contractors and minority businessmen.

I also see the additional resources that might be provided for a university like UAB as being a way to bring even a closer linkage between this community and predominantly black communities, and I'm not here at all suggesting that that is not already a strong linkage, but I see that this is a way we might strengthen it.

I would like to close out by summarizing several sorts of caution signals I would like to throw out about this legislation.

I am a little bit concerned about the part of the legislation that, even though I'm here in full support of it, I'm a little bit concerned about the legislation and the statement it makes about—let's see. What does it say? There's a phrase used, ". . . a wide range of graduate and professional programs . . ." as a part of the eligibility criteria, and I would like to go on record as asking that the proposed legislation be amended so that phrases such as those cannot be interpreted to exclude institutions which are not heavily research oriented. I think it's very important, because I do believe there are institutions in the urban area which are not heavily research oriented which certainly can make some serious contributions to solving the problems that we face here.

I think Birmingham stands as an example of that, that an institution like Miles College has certainly been in a position to speak with a responsible voice for a large segment in this community, and I would hope that the legislation eligibility criteria be amended so as to permit those kinds of institutions to participate in this program.

I would underscore again what you have heard about the consortium. Of course, I work with a consortium and have done it for 8 years. I do believe that this legislation ought to give some special attention at least to encouarging consortium arrangements where a school like the University of Alabama in Birmingham might be a lead institution for the other institutions in this area.

I would suggest you might want to look at the SMSA, size 500,000, and see whether or not that needs to be changed where it might be smaller without, I think, unduly diluting the effect of the program.

And, finally, I would ask you to look at what the legislation says about an advisory committee and commissioner appointing. I think the first statement is, 12 members from urban institutions. I would like to see that broadened a bit to say eligible institutions, if, in fact, we can change the eligibility criteria.

But I would want to reiterate the fact that I am here in support of this legislation.

Thank you.

Mr. FORD. I would like to thank you for your testimony. When we originally introduced this legislation it was, as is our habit, run past a lot people for their ideas before we put something down on paper. We know that from the beginning to the end, the legislation received a lot of fine tuning, but the concern that you have just expressed about participation by traditional black colleges was expressed at the very outset. It's my understanding now that this phrase in the bill that you're talking about is something we're working on.

The difficulty we have with just excising it from the legislation is that, very frankly, we do intend this legislation to be, to this extent, discriminatory.

If I can just compare institutions for a moment. While I have the highest respect and admiration for Harvard, the fact that it is located in Boston and the immediate proximity to a very large urban population, does not, by the definition of this bill, make it an urban university. The essence of our definition is that the qualifying institutions be institutions that are, in fact, already involved with and serving the indigenous population of an urban area. The premise upon which we proceeded was the assumption that a truly urban university, as we describe it here, and this institution as I'm beginning to picture it is almost an exact model of what we had in mind, is one that is looked to by the people of the community as a partner in all of their activities. One that is not sought out by people from all over the country who come just for the experience of being here for a short time, but is more likely to be taken from the community, its consumers, if you will, and returning them back into the local area.

So, as the mayor has described, just by the involvement of the faculty in local affairs, there is a constant kind of an intermix that takes place.

The only kind of discrimination that we are trying to perpetuate in the description of the universities is to make sure that we don't spread this money out so that some of our more adept, large schools won't find a way to convince the Office of Education that what we really meant was someone with the superior capacity. I do agree with you that the statement of a wide range of functions does somewhat limit the description. I, for one, would be very willing to examine the suggestion you make that institutions not that broadly based could be a part of a consortium with a parent institution and could provide whatever particular expertise and understanding as a segment of the total.

I'm sure that we can go to work on this and make sure that we're encouraging that kind of cooperation.

As a graduate of the University of Detroit, a fine, private, Jesuit school, would indicate that you know about the situation that now exists, for example, in Detroit with the so-called medical center area. Here the University of Detroit and Wayne University have become the focal points for all of the health activities within the city. They actually brought about a revolution in terms of what's available to the people in the city and the entire area, with all of these independent health delivery operations, from Womens' Hospital to Detroit Receiving, which is now called Detroit General finally using their resources in a cooperative way. They used to all be competitors, and it's been through the sponsorship and patronage, actually, of the university community that it's been possible to bring public and private, profit and nonprofit health delivery systems all together, focused on what the real needs of that huge city are.

Mr. Buchanan.

Mr. ARRINGTON. Let me quickly respond by saying that I certainly have no quarrel with the need to restrict this program if its going to be effective. I think that's certainly necessary.

I do think there are certain benefits from the consortium arrangement with UAB being the lead institution, not only in terms of bringing more resources to the problems, but the fact that UAB, working with these other small institutions, also will help to strengthen those institutions, and I think that's very, very important in a city.

Mr. FORD. Counsel informs me with a note, after checking with the executive director of the Urban University Coalition, that the Black College Association has indicated their support for this legislation if we give some additional attention to the language that you have mentioned. We want their support very badly. So, the "if" will be changed to "when."

Mr. BUCHANAN. I want to thank you too, Doctor, for your suggestions. We are in the process of legislating here, and such recommendations as those you have made will have an effect on the end product in this legislation.

I think it is likely that the consortium arrangement, if it is acceptable to the black institutions, is probably the best method of achieving the purposes of the bill and satisfying the concerns of small institutions.

One study already has indicated that, even as presently written, there is a substantially higher eligibility factor among black and Hispanic institutions than among all institutions because of the nature of some of those black institutions, for example, Fisk University in Nashville.

On the other hand, the contributions that can be made by institutions such as Miles College, here in Birmingham, probably need some revision of language. So, I too sympathize with what you recommend.

I think one reason we probably will need to go the consortium route rather than change the standards too much is that we are already going to probably have to change the legislation. Right now, we require the standard metropolitan statistical area base to be 500,000 persons. Because Carl Perkins of Kentucky is chairman of our full committee, and for other excellent reasons, we are probably going to have to lower that requirement to 250,000. This will involve more institutions and will expand from 369 to 455 the estimated eligible universities; expand to 44 the number of States; expand the SMSA's that would be involved from 70 to 136; and the population served from 108 million persons to 130 million persons. On the other, it does broaden the group that can participate, and hence, further dilute the amount available in a limited program. It probably will require an increase in the authorization.

But both from the point of view of achieving our purpose and from the point of view of having adequate resources to do the job right in terms of grants to individual institutions, we probably need to have some limitation on the number of entities that would be eligible for funding.

Thank you very much for your testimony.

Mr. FORD. At the moment we have something in excess of 50 cosponsors on the legislation. We were just looking quickly through the list there. It looks like we have more than the majority of the black caucus cosponsoring the legislation. However, if you look through the names, you will see that already this legislation has attracted people from throughout the country. There is no regional pattern that emerges in looking at the cosponsors. It ranges from New York City to San Diego and from Miami to the State of Washington. You could be sure that all of these people are going to want definitions that assure that no one is going to be left by the side of the road.

Mr. Erdreich.

Mr. ERDREICH. Mr. Chairman and Mr. Buchanan, I appreciate the chance to appear today.

With your permission, I would like to submit my written testimony.

Mr. FORD. Without objection, at this point it will be inserted in full in the record.

You may proceed to comment on it as you wish.

[Statement of Ben Erdreich follows:]

TESTIMONY OF COMMISSIONER BEN ERDREICH

Mr. Chairman, Congressman Buchanan, my name is Ben Erdreich, and I am one of three members of the Jefferson County Commission, I am responsible administratively for that part of the county government which provides indigent health care and other welfare services to its citizens. The University of Alabama in Birmingham assists us directly with the delivery of many of these services; thus, I am pleased to appear today in support of the Urban Grant University Act, which would make such assistance more readily available to us.

I will begin my remarks by enumerating some specific instances of cooperation between the county government and the University which fall within my purview. Perhaps the most significant relate to health care, which is a county-wide function. They are as follows:

1. Residents at the UAB Medical Center receive training and provide care at Cooper Green Hospital, the center for indigent health services in the county.
2. Jefferson County contracts with UAB for specialized health services, such as psychiatric and coronary care. This avoids costly duplication of facilities and staff, while providing treatment of the highest quality.

3. Contractual arrangements for similar services are maintained between UAB and Children's Hospital.

4. Jefferson County recently has established a Medical Examiner's Office, which is staffed through a cooperative arrangements with the UAB Department of Pathology.

5. Students at the UAB School of Nursing conduct health screening at Eldergarden, the county's multi-purpose senior citizen's center.

6. Dr. Hill described the key role of the University and its Department of Surgery in the establishment and operation of the Birmingham Regional Emergency Medical Services System.

In the broad field of human services, the following are some noteworthy examples of UAB-Jefferson County cooperation:

1. The UAB Center for Aging provides staffing aid for the nutrition sites operated by the county's Office for Senior Citizens Activities.

2. The UAB Center for Urban Affairs, of which Ms. Woolfolk is a member, is conducting Fair Housing workshops for county officials to inform them of various aspects of housing regulations and programs.

3. Jefferson County allocates CETA funds to UAB through the Area Manpower Consortium. Both job training and public employment are involved, and the University has one of the best records in the county of moving unemployed individuals off public assistance and into permanent positions.

I think all of the examples which have been cited are useful to our consideration of the proposed legislation. The number, scope and diversity of the activities indicate the potential for service to urban areas for cooperative arrangements which draw upon the resources of universities. At the same time, the essentially responsive nature of the services, as well as their diversity, demonstrates that in Jefferson County we have only begun to identify the various ways in which the University can be useful to the area.

A reason for this, Mr. Chairman, is that Jefferson County and the University have at least one characteristic in common—they are both pluralistic, if not anarchistic. As you recall, Dr. Hill's map showed the 34 incorporated municipalities in the county; what the map did not show is the number of functional jurisdictions which overlap or the roles of assorted federal and state agencies. It would be difficult indeed to display such complexity on a map, and I suspect that it might be difficult for Dr. Hill to chart the exact relationships of the University's various departments, school and offices.

Such pluralism can be a hindrance in dealing with issues which cross several jurisdictional boundaries. Thus, we both need mechanisms by which we are able to identify and to define such issues, to draw upon the resources of a number of different units and to coordinate the effective use of these resources. In Jefferson County we have made a start in this direction by entering into a consortium with 31 of the municipalities for the purpose of coordinating the use of the Community Development Act funding. The University, by establishing the Center for Urban Affairs, has also taken an important step forward in developing a capability for addressing the needs of its urban area in a coordinated fashion. However, neither the Center nor the consortium have sufficient staffing or financing to bring about the more ambitious undertakings which I think are needed.

For example, to my knowledge there has never been a comprehensive study or analysis of the interrelationships of local governments in this area. We have no clear idea of the way in which various government functions are divided or how well, on a relative basis, services are performed. Such a study would be an important step in developing a coordinated approach to government operations within Jefferson County.

Clearly, the proposed Urban Grant University Act would be helpful in this regard to both UAB and Jefferson County. The funds could be used to broaden the scope of operations of the Center for Urban Affairs, enabling it to be more aggressive in identifying and analyzing broad issues facing the area and permitting it to undertake research and service projects on a larger scale. The funds also could be used to support the involvement in these projects of units within the University. In turn, this expanded capability could provide a kind of staff support to intergovernmental organizations such as the consortium of the municipalities. In these ways an urban grant program could play an important role in developing some new approaches to solving the problems of our urban areas.

STATEMENT OF BEN ERDREICH, MEMBER, JEFFERSON COUNTY COMMISSION

Mr. Erdreich. I am Ben Erdreich, one of the members of the Jefferson County Commission. The County commission is the governing body, in some respects, of this county. In this county, we have 34 cities, which have their own governing bodies, of course, and in this county, we have many independent agencies which have their own governing abilities.

In addition, of course, we have the interplay of State and Federal agencies within our county.

The county government itself very much utilizes the expertise of this urban university. I would just like to touch on a few of those areas and then make some more comments after that.

For example, this county government created an Office of Senior Citizen Activities to deal with the opportunities of seniors in our county. We have drawn on the resources of UAB Center for Aging to provide technical assistance, counseling, nutrition education programs at our some 25 nutrition sites across the county.

The school of nursing here at UAB provides medical screening for seniors at a multipurpose senior citizens center in downtown Birmingham that the county coordinates and operates.

We have a very close inter-relationship between the medical center here and our indigent hospital, Cooper Green Hospital, which is located within this medical complex.

Under the federally funded community development program, UAB's Center for Urban Affairs has developed a series of fair housing workshops over the past year for both county officials, city officials and citizens of our county. These have included a housing profile of Jefferson County, the Civil Rights Act of 1964 and its applicability in Jefferson County, fair-share housing and metropolitan growth in our county, redlining, neighborhood preservation, availability of low- and moderate-income housing in today's market and landlord-tenant relationships for persons in our county.

Presently the center is conducting a series of seven housing action workshops to provide information to our cities, to local housing authorities on current Federal programs, their benefits, their applicability. They are aiding in getting these programs off the ground here in Jefferson County.

We have a countywide merit system in Jefferson County that all cities over 5,000, plus the county government, are a part of. That merit system, as an example of training, has utilized UAB to instruct our employees—and this isn't just county; it's all the cities involved—in supervisory training, first aid and accident prevention training, juvenile code training for our family courts, computer assisted appraisal that affect our property values here in our county.

Our public works department in the county itself has had a training program in the new model code for energy conservation, which, of course, I know you all are interested in, and we're all interested in.

All jurisdictions have had secretarial and clerical training through UAB to upgrade and improve the effectiveness of those employees.

The county itself has had a special 2-day seminar provided by the School of Business of UAB to provide management training for all department heads and key employees.

I've mentioned other areas in my submitted remarks. These just give you some idea of the way in which we have tapped what we consider a very valuable resource.

The passage of this Urban Grant University Act, we believe, would help us use those resources even more, and it isn't for the benefit of the government. It's for the benefit of the citizens in this county.

Greater utilization would give us the ability to tap onto the expertise in some of these areas that I've just mentioned here today and put in my written comments.

A goal I know of Congress and all units of government, I hope, is to obtain the most efficient use of tax dollars. In our county, as I mentioned, we've got a lot of cities, 34 incorporated cities. We've got the county government. We've got the independent agencies and the State and Federal agencies that work here. This complexity and diversity can be viewed as a sign of health and growth, and in some ways it is. It also can provide a hindrance to work out a lot of multijurisdictional problems.

The Housing and Community Development Act of 1974 has had a byproduct here for the county government, which I'm not sure was envisioned by Congress, but I hope it was, and that is that it has encouraged us to sit down and form a consortium with the 31 smaller cities in our county—Birmingham, Bessemer, and Roosevelt City, the three other cities, have their own programs—to work together and plan the use of those dollars that come through the Community Development Act and to identify the highest needs and use those dollars as that consortium determines those needs should be addressed. This example of intergovernmental cooperation and coordination is something at the university level that the urban affairs center is also doing, by coordinating disciplines within the university and bringing these disciplines to bear on urban problems.

There are a lot of areas that this consortium of 31 cities and county government or any single government or the center here at the university can't, by itself, fund or staff or get involved with. For example, if we could come out with a better way to coordinate the delivery of services in this complex urban area, I think we could make our tax dollars go further, provide more efficient service to the citizens and do what we're all trying to do, provide a better level of service at the lowest dollar that we can attain.

By this act that we are talking about here, I could see the ability to both fund and staff a study that would be an on-going study, to develop expertise in our intergovernment relationships here. We see a lot in the newspaper about conflict between jurisdictions, and there exists a lot more intergovernment cooperation than conflict, but this act, to me, would allow us to tap onto these resources at this university to provide a better understanding of our local government funding, the way in which government serves as a forum, the type and quality of services throughout this county. It would aid all the cities and the county government in the better delivery of those services here in our urban county.

This act, to me, would be of benefit to all of our citizens throughout our county. It could broaden the scope and depth of operations in the center for urban affairs at the university. It also could, of course, involve and would involve other disciplines throughout this university in a range of governmental affairs that I know need that sort of expertise to be brought to bear.

I believe that the Federal dollars, at whatever level that would be invested under this act, would return themselves many times in more efficient and better service delivery at our local level, and in these ways, I feel that the urban university grant could play an important role in solving the urban problems that our Nation faces.

Thank you for the opportunity of appearing here today, and I will be happy to answer your questions.

Mr. FORD. Thank you very much.

I was attracted to the last paragraph on the second page of your statement. After discussing and reviewing the pluralism of the multiple governmental units in Jefferson County and the competition and overlap that we recognize occurs there, you say such pluralism can be a hindrance in dealing with issues which cross several jurisdictional boundaries. I would like to compliment you for your obivous ability to understate the problem.

We in Washington are constantly trying to devise all kinds of programs. We reach preconceived notions of what the next problem is that we ought to attack only to discover later, when we go back to see how it's working that in some places, they're still arguing about who's going to do it.

In my own county, CETA fosters arguments about who really has the most need to supplement his payroll rather than to do what CETA was intended for. You suggest here that we both need mechanisms by which we are able to identify and confine issues and draw upon the resources of a number of different units and to coordinate the effective use of these resources.

You're suggesting, actually, what could be the central reason for being for this kind of expenditure of Federal funds. We would not be saying to the county, here, take these Federal funds and cut some of the units into the action by lending them an advisor. Rather, we have this independent sort of umbrella at the university level that would not be bound by any sense of competition between the units to look with an overview at the total needs and the total problem, whatever it might be as it relates to the other units.

I spent a good many years in local government as a municipal attorney and local judge before I came to Congress, and I found that these people tend to view the problems from day to day on the basis of what group of citizens is most upset, coming to city hall that day.

When I talk to people from local government, I'm always reminded of the little sign that one of the Congressmen used to have on his wall. It shows a fellow with alligators all around him, and it says, "When you're up to your tail in alligators, it's kind of hard to remember that what you started out to do is drain the swamp."

The very nature of citizen reaction to local government in this country today is such that people directly responsible on a day to day basis for running the local government are constantly trying to deal with the alligators, and they don't have very much time to step back and look at the problem of draining the swamp. We would hope that this legislation would provide a mechanism by which one could view the problem without the traditional kind of tensions that are built in from the improper, but nevertheless real, jealousy that one level of government has toward its prerogatives, vis-a-vis another level or even at the same level with a sister community. This problem is certainly not peculiar to this part of the country. It's common to one degree or another in every urban area of the country. Consequently, it's very difficult, for example, to relate educational resources because the school people tend to say, well, we really ought to be the focal point for any activity in this area. We've discovered that we send out Federal programs with some very broad purposes with great expectations, only to discover that the mechanism for making it work or making the diverse units of government come together to make the program work just doesn't exist in the normal way in which we structure government in this country.

I'm not advocating a change in the structure of our government. I went through the period of the 1960's where we had organizations suggest that we could solve all these problems if we just did away with all these multiple units of government and had some kind of big arrangement. What was it the League of Women Voters was calling it? The "Metropolitan Government." That went over in my State like the proverbial lead balloon and led to people going exactly in the opposite direction from the intent of the people who advocated that.

I don't, any longer, believe that it's necessary to concentrate so much on trying to restructure our governmental institutions. Instead we ought to be spending our resources, as this bill intends to do and as you so well put it forth here, to facilitate the use of the already existing system and the traditions that surround that system to assist in making it more efficient.

Mr. ERDREICH. And, again, I'm talking about the coordination of those government services in a more efficient way. The government can still exist. We have a lot of local government coordination, and that's the term I'm trying to use.

The city of Birmingham has a modern—and going to be even more modern—a large, central library. The county government is helping to fund the central library to get it outlying in an overall county library system, uniform library system. So, we try to coordinate some services instead of each unit of government running off and doing its own thing, wasting dollars, I think, by duplicating the efforts.

So, I see the benefit of this sort of act of helping us sit down together and bring the expertise to bear to look at some other areas that we might be able—I'm not sure we can, but maybe the governments involved wouldn't, but at least we can see on paper how we might be able to coordinate some other service deliveries.

Mr. FORD. Mr. Buchanan.

Mr. BUCHANAN. First, I'm just constrained to point out that alligators, like Republicans, are an endangered species.

Mr. FORD. No, there is a difference. The alligator has now been taken off the endangered species list.

Mr. BUCHANAN. Well, that leaves Republicans, Cahaba River shiners and gold line darters still on the list.

Mr. Chairman, while Birmingham has always been, from my point of view, a good town, this city, like our State, the South, and the country, has benefited very substantially from our emancipation from the shackles of yesterday. David Vann helped in 1963 to lead in changing our form of city government to a mayor-council system of which he has been long a part, and Dr. Arrington is now a part.

One area in which our emancipation has clearly benefited the people of this State has been in the caliber of public officials that have come out of this change. And I think you've seen that illustrated here this morning. The county commision did not change its system, but we have a very high caliber personnel in that county commission. We may some day have to have a duel between Chris Doss, the Public Works Commissioner, and Mayor Vann, but Mr. Doss, Mr. Erdreich and Mr. Tom Glore of the county commission are really giving excellence in leadership to this county, and I think we see very substantial evidence of that reflected here today, as well as in the city government.

You will appreciate how generous that is for me to do when you understand that Ben Erdreich has already run against me once for Congressman, and Chris Doss once managed a campaign against me.

Mr. **Erdreich**. We weren't very successful, were we?

Mr. **Buchanan**. Mr. Commissioner, I would like to ask both you and Dr. Arrington your view of how extensive should be the review on the part of the local governmental units involved. The mayor raised some very good questions as to how much language like that we may need.

We provide, in the case of both the comprehensive program grants and the project assistance grants, in the bill, as now written, that local governmental units must be afforded a reasonable opportunity to review and comment upon a proposed project before it is funded.

Do you have any comment on whether we need those provisions, or whether they need to be stronger or weaker?

Mr. **Erdreich**. My own feeling, I read that as sort of like an A-95 review, in the sense that it's kind of a signoff, a comment time.

The local agency of general government, I'm not sure who that is around here, the city or the county or who, but beyond that point, seriously, I do not think—I agree with David, the mayor of Birmingham, that I don't think the local government should have any chance to veto this. I think we should have our chance to express views, but I personally, and the county commission itself, would welcome projects that look at us in detail and scrutinize what we're doing, and not just us, but activities of government.

I looked at the language when you all were talking about it. I think it's sufficient. I would like an opportunity to comment, but I would not want any more ability to stop or prevent a program.

I, frankly, think the chance to have persons tap onto these resources, the project that went up this line the commission ultimately approved, will be sufficient. The government will have its input, but not by any means any veto. I like it like it is as far as it reads.

Mr. **Arrington**. I agree that the language is adequate, I think, in that regard.

As stated, my assumption is that any university receiving a grant, anyway, is going to have some sort of advisory committee at the local level or something to get input from the cities, county, the governmental units.

So, I think the language as it is, is adequate.

Mr. Buchanan. Thank you. Thank you both.

Mr. Erdreich. With your permission, if I can excuse myself, I've got to meet somebody in about 22 minutes.

Mr. Ford. Thank you very much.

Now, Mr. Louis Willie.

Mr. Willie. Mr. Chairman, with your permission, I would like to file my written testimony and then make my oral statement.

Mr. Ford. Without objection, your prepared statement will be inserted in full at this point in the record, and you are permitted to add to it or supplement it in any way you wish.

[Statement of Louis J. Willie follows:]

Testimony of Louis J. Willie

Mr. Chairman, Congressman Buchanan, my name is Louis J. Willie, and I am Executive Vice President and Director of the Booker T. Washington Insurance Company. As a member of the Birmingham business community I want to thank you for the opportunity to express my views relative to the Urban Grant University Act.

I understand the major purpose of this legislation is to make the educational, research and service capabilities of an institution such as the University of Alabama in Birmingham more readily available to its urban community. To me, this idea is most attractive, particularly because I am somewhat familiar with UAB and the extensive resources it has to offer. I am a member of the Board of Directors of the University's Health Services Foundation. Through the Foundation I have gained some knowledge of the truly remarkable health care complex which has been assembled in the University's Medical Center and Hospitals. The availability of these facilities and the services they provide has been of personal benefit to me, as well as many other area citizens with whom I am familiar.

I also serve on the Advisory Council to the University College School of Business and this has enabled me to be aware of and involved in several of its activities. For example, I lecture periodically at the School on the general subject of minority business enterprises. Also, I have attended a series of seminars at the First National Bank conducted by the School for business executives in the city. Seminar topics have included general economics, the impact of the energy crisis and the effects of business cycles. I know those attending have found these presentations most informative and helpful.

I would add here, Mr. Chairman, that our firm believes in the value of a broad-based education. Accordingly, we make it possible for our employees to complete a baccalaureate degree and encourage them to do so by paying for their tuition and books. A number of the individuals who have taken advantage of this policy have attended University College, and we have been impressed with the training they have received and its effect upon their performance on the job.

These associations with UAB convince me that the bill's premise—that universities have resources and capabilities which can assist in solving the problems of urban areas—is sound. I would mention two areas of particular concern to me in which I think UAB would be helpful to Birmingham. The first involves the complex subject of economic development. It seems to me very often we do not pay sufficient attention to the effects of such development upon the total quality of life within our community. Some seem intent on achieving economic growth without regard to its effects upon the citizens in the area. For example, we make special efforts to attract businesses and industries to the area that use a sophisticated level of technology in their operations. Yet, the arrival of such organizations is of little benefit to those already here who are in greatest need of employment opportunities. I refer to the hard core unemployed, many of whom are black, who reside in the central city.

I think the University could play an active role here by helping insure we try to achieve the right kind of growth for Birmingham. It could conduct studies and analyses of the fundamental issues involved in economic development and present their findings to the decision-making groups in the city. Such studies, for example, might examine the experiences of other cities which have dealt with the problem of growth. As a more specific example, it could inventory the available skills in the community and match them with the requirements of potential new industries. This also could lead to a systematic identification of training needs which, in turn, could be met by the University and other educational institutions. These kinds of activities could assist us in developing a clearer understanding of and agreement about the kind of future we want for the city, and what we should do and not do to achieve our goals.

A second general area in which the University could assist involves the relationship between the business community and local government. I do not think we can solve the problems of the urban area in the absence of a close partnership between government and the private sector. In Birmingham, good relations exist between the two, but in my judgment, we have not attained as yet a satisfactory level of cooperation. The University, by serving as an honest broker between these segments of the community, could do much to bring them closer together. For example, it could host workshops and conferences on topics of common interest, and it could help bring about instances where business would assist government in appropriate areas such as budgeting and cash management.

I know, Mr. Chairman, that to carry out the various activities and functions to which I have referred would require a significant effort on the part of the University. To make such an effort possible would be a most appropriate and wise use of federal funds. I agree with my good friend, Dr. Hill, that it is an idea whose time has come.

STATEMENT OF LOUIS J. WILLIE, EXECUTIVE VICE PRESIDENT AND DIRECTOR, BOOKER T. WASHINGTON INSURANCE CO.

Mr. WILLIE. First of all, I would like to thank Dr. Arrington for staying with me, because we minorities have to stick together.

Mr. Chairman, and Congressman Buchanan, I wondered why I had been asked to testify and represent the business community here this morning. Now, I know. I received my M.B.A. from the University of Michigan. The chairman is also a Michigan grad.

There was a Ford in my past. Lenny Ford who played end for the University of Michigan was my roommate, and he subsequently went on to become a star with the Cleveland Browns.

Mr. FORD. I might tell you that Lenny's wife and I took the bar examination together, and she's now a Judge.

Mr. WILLIE. I happen to know that. I used to try to date her, but Lenny had more to offer. Lenny was a football star, and I was just a business student. So, I lost that battle. Will you give my regards to her when you see her?

I am Louis Willie and I am the executive vice president of the Booker T. Washington Insurance Co., an institution in this State which started in 1923 by Dr. A. G. Gaston, a black man from a section of Alabama, which we call the Black Belt, not because of the color of the people who live there, but the soil is very rich and black. I'm happy to have the opportunity to appear before this committee to express my support of this bill and express my views on the Urban Grant University Act.

I understand that the major purpose of this legislation is to make educational, research and service capabilities of an institution, such as the University of Alabama here in Birmingham, more readily available to its urban community. To me, this is very attractive, and I support it 100 percent.

I am a member of the Health Services Foundation of the University of Alabama here in Birmingham, and in my capacity as a member of this board, I am very familiar with the unusual medical capabilities of this university and of the impact which the medical school, the dental school, the nursing school, and the whole medical complex has had on this community as it originates from the University of Alabama here in Birmingham.

I can testify personally that it's a great medical university, because I have used its services. My wife has used its services, and so have many of my friends. I direct as many people to this medical center as I possibly can when they are in need of expert medical care.

I also serve on the advisory council of the school of business. In this capacity, I am privileged to know the full program of the school of business and to know the great impact which it has had on this community.

I lecture at the invitation of Dr. Robert W. French to his economics class, generally on the problems of minority business enterprises. I hasten to add that this is without pay.

The University of Alabama here in Birmingham has sponsored several seminars for businessmen at the First National Bank of Birmingham. These topics have included general economics, the impact of the energy crisis and the business cycle. These conferences and seminars have been very beneficial to many of the businessmen in the community. I've heard their comments, and they've always been favorable. Personally, I've gained a lot of knowledge from listening to these very learned men, who are both scholars and practical men, help us with our problems as far as the economy is concerned.

Our company is very supportive of education in this community. We have a program whereby we send our employees to school, if they desire to go. They can take any subject which they want to take and can pursue a degree if they so choose.

We have financed tuition and books for these employees at UAB, Miles College, and at other schools in the community. This is given as an indication of our support for what this grant can do for this community, especially the business community.

These associations with UAB convinced me that the premise of this bill is sound, and I would like to mention three areas which are of particular concern to me.

The first involves the subject of economic development. It seems to me, very often we do not pay sufficient attention to the effects of such development upon the total quality of life in our community. There seems to be an intention of achieving economic growth without regard to the benefit or regard to the effects upon the citizens in the area.

Let me give you an example. Oftentimes the community, the Chamber of Commerce or other business associations will seek to attract new business into the community. Generally, we go after businesses which use a high degree of technology, and oftentimes the business will almost have to import all of the people who are going to work in it.

I am concerned that in our efforts to grow and to enhance the economic development of the community, that we do something for the people who are already here. In other words, those who are semiskilled or unskilled, the hard core unemployed, should benefit from the growth and economic development of a community. And I think this community, this university can play an active role by helping to insure the right kind of growth in Birmingham. The university could conduct studies and make analyses of the fundamental issues involved in economic development and present these findings to the decision-making groups in the city.

Such studies, for example, might examine the experiences of other cities in this area of economic growth.

As a more specific example, it could inventory the available skills in this community and match them with the requirements of potential new industries. This could lead to a systematic identification of the training needs which, in turn, could be met by not only UAB, but all of the other institutions in this area. This would include the 4-year institutions as well as the technical schools and the junior colleges.

A second area in which the university could and does assist involves the relationship between the business community and local government. I do not think we can solve the problems of the urban area in the absence of a close partnership between government and the private sector. In Birmingham, good relationships exist between the two, but in my judgment, we have not yet attained a satisfactory level of cooperation.

The university, by serving as honest broker between the segments of the community, these two segments, business and government, could do much to bring them closer together.

For example, it could host workshops and conferences on topics of common interest, and it could bring them together in instances where government would be assisted by business in areas of budgeting and cash management.

A third area where the university can be of great help to business and to the government is in the area of community crime. Oftentimes business, in making a decision to come into a new community, will want to know how safe their employees will be.

This university could be the agent which would go into the area of determining just what is the real relationship between unemployment and crime. We've heard a lot about this, but we could find out the real relationship between unemployment and felonious crime.

I've never really been satisfied with the information that I've read or been given in this area, because I don't think it's really been studied and correlated to determine if there is a real down-to-earth correlation between high unemployment and aggravated crime.

The results of these studies having been made available to industry and government would be of immeasurable benefit to this community and to the country at large.

Mr. Chairman, I know that to carry out the various activities and functions which I have referred to would require significant effort on the part of this university and all of the other institutions of higher education, in Birmingham and Jefferson County. To make such an effort possible would be most appropriate and a wise use of Federal funds.

I think our Congressman can attest to my concern for economy in government, because I'm always flooding his office with my feelings about unwise use of Federal funds. Therefore, when I support this legislation, I sincerely believe that this is a wise use of Federal funds, and I also agree with my good friend, Dr. Hill, that this is an idea whose time has come.

I thank you very much for this opportunity to present my humble views on this matter.

Thank you.

Mr. Ford. Thank you very much for providing an additional dimension to the testimony so far. On behalf of the committee, you're the first person speaking on behalf of business that we've heard in Washington and elsewhere, and I would hope that as we continue with the hearings, we will have the benefit of more people like yourself who will take the time to look at the legislation and express their thoughts as you have. The perspective that you have been able to give to this as a concept goes beyond any sort of an artificial separation of the function of government and the function of business as they do their own, that they do each day to affect the life of everybody in the community.

It's extremely difficult, in any part of the country, for business, which has to take care of its alligators every day, and the government, to keep working together with the ideas in mind. Your suggestion that economic development be coordinated with the real world in mind is a very interesting one to me. When people present grand plans for what they're going to do, I've never seen any real evidence of the fact that they have demanded economic developers, or very much consideration for what the total impact of that new activity will be.

Presently on our committee, we are trying to figure out what to do with the thousands of excess engineers that we have in Florida, left over from the now completed space program. These are highly educated people in a part of the country where the possibilities for employment are virtually zero, where, in fact, we have engineers bidding against each other for their own jobs, and at a time when this country needs trained people so very badly.

Nowhere in the country do we have people making a study of their own needs, taking a look at this area to decide what they can do with that surplus.

The idea of an economic growth from the standpoint of any of us in Government is that it represents an improvement in the tax base. That represents a new kind of employment with a new payroll to tax, as the mayor mentioned a little while ago. Beyond telling businessmen where they can build their factory or their office building and what the safety and fire requirements will be, people in government do not frequently have very much influence on the decisions made by businessmen that affect their community. The people requirements get very little attention. I thank you for your suggestion that one of the ways that this legislation might be readily used is to provide a bridge between the private sector and the public sector in making this kind of broad appraisal of the impact of the activities by income.

Mr. Buchanan.

Mr. Buchanan. Thank you, Mr. Chairman.

You, Mr. Willie, are a valued and respected business and community leader in our area. If your opinions are humble, they don't have any reason to be, because you really, I think, gave us eloquence and excellence in your testimony, and I appreciate it very much.

Mr. WILLIE. Thank you very much.

Mr. BUCHANAN. I, too, appreciate your sensitivity to the problems of the people of the community and the relationship of the bill to economic development and what it can do for the people here. That really is an excellent argument for implementation of the legislation.

One of the things about which I have had great concern, and I know you've had some concern as well, is the relationship between business, the private sector and government. If we are ever going to solve such problems of this society as structural employment, chronic unemployment, equal opportunity and many others, it's going to have to be with a massive cooperative effort between the private sector and the public sector. We do seem to be often, particularly at the Federal level, in an adversary posture.

I appreciate your suggestions for ways we might become partners rather than adversaries.

Mr. WILLIE. By all means.

Mr. FORD. Thank you very much.

Mr. Edmund W. Hughes, vice president for urban affairs, Georgia State University in Atlanta.

Mr. Hughes, without objection, your prepared remarks will be inserted in full in the record. You may proceed to add to them and highlight them in any way.

[Statement of Edmund W. Hughes follows:]

STATEMENT BEFORE THE SUBCOMMITTEE ON POSTSECONDARY EDUCATION OF THE COMMITTEE ON EDUCATION AND LABOR OF THE U.S. HOUSE OF REPRESENTATIVES MARCH 23, 1978

Mr. Chairman, members of the Subcommittee, I am Edmund Hughes, Vice President for Urban Affairs, at Georgia State University in Atlanta. I appreciate this opportunity to appear before you and thank the chairman for bringing into our region this hearing on such an important matter.

Ordinarily, I would stress the importance of the concept of this legislation and the overall impact it could have on helping to solve many of our nation's problems. However, I am aware that you have heard testimony to this effect and will instead limit my comments to specific kinds of programs and services which could be provided by the resources which this legislation would make possible.

I would like first to direct my remarks to programs and activities currently underway at my institution, Georgia State University, and to activities which we might undertake if adequate funds were available. Then, I would like to touch briefly on a study which I am currently conducting, applying the expertise of officials at 25 of the nation's urban universities to the question of how universities can best serve their urban communities.

For your orientation, George State University is in the heart of downtown Atlanta. We have an enrollment of more than 20,000 students this quarter, of whom more than 7,000 are studying at the graduate level. We are a member of the University System of Georgia, and are supported primarily through appropriations from the State of Georgia. We have long considered that our Institution has a commitment to the community, and this commitment is reflected in many of the activities of our faculty, staff, and students.

As most state universities, we have very limited funds for community service activities. However, we do appropriate some resources to permit the University to engage in community service projects, and programs.

During the past two years we have been able to fund 102 projects in support of our community with what we call our urban life extension budget. Primarily these are handled through providing faculty release time and grants for student assistants and supplies for the projects. Among some of these activities which are typical of the programs are the following:

1. The faculty of the College of Business Administration developed a workshop and seminars to teach management skills to the managers of the various social service agencies in the Atlanta area. The staff directors of 80 of the social service agencies in our city took part in this program.

2. Faculty in the College of Education developed a special institution for teachers of middle grades to permit them to zero in on the problems of urban students who enter high school with inadequate writing skills.

3. A member of the University's Counseling Center has developed a program to assist handicapped females to achieve successful careers in urban areas. Our own university has an enrollment of more than 350 handicapped persons, and is aware of the problems these students face upon leaving the University in securing employment, particularly when they are female. This program addresses overcoming the stereotypic attitudes that face handicapped females in urban settings, as well as working directly with the handicapped females themselves.

4. A faculty member in the College of Education is developing a training course to teach elementary school teachers in inner-city schools how to improve the oral language skills of students during the lower elementary grades. Then a series of workshops will be held to train Atlanta elementary school teachers in this technique.

5. Our College of Urban Life has undertaken a research project on urban neighborhood abandonment. Once the research is completed it will be followed by a conference on the findings for city and regional planners, civic organizations, and financial institutions. The result will be the establishment of appropriate roles of government, business, and neighborhood groups in addressing the problem of neighborhood abandonment, which so seriously threatens older sections of central cities.

6. An Arts and Sciences faculty member is developing a program to train middle school and high school students in consumerism in the urban environment, and another is holding special workshops for day care professionals, training them to work more effectively with small children from inner-city areas.

These projects are examples of dozens which are undertaken each year on our campus with very limited resources.

Georgia State University also has several community service activities for which professional staff are provided by the University. These include such activities as the Atlanta Urban Life Associates. Through this organization the university identified more than 100 community and neighborhood organizations concerned with problems of urban living within various Atlanta neighborhoods. The University staff now provides a newsletter, which keeps the members of these community organizations informed on community problems and activities such as zoning regulations, help in areas of consumerism, and various assistance programs. In addition, the University holds regular seminars and conferences for the members of these neighborhood organizations. Earlier this month the Senate and House of Representatives of the State of Georgia passed resolutions commending the Urban Life Associates for the services they are rendering to the citizens of Atlanta, particularly those living in inner-city neighborhoods.

The Atlanta Urban Corps is staffed by and located at Georgia State University. During the current year we have placed approximately 1,000 graduate and undergraduate students from colleges and universities over the nation in community service and governmental organizations as interns. This activity links the university closely to these service organizations, while at the same time affording practical experience for college level students.

Each of the Colleges at Georgia State University is engaged in projects which apply their resources to the urban community. To give you an idea of the kinds of activities the colleges are doing, or could do if adequate resources were available, I cite the following items from the dean of our College of Allied Health Sciences:

1. The College of Allied Health Sciences is in the process of developing a model for urban-interdisciplinary health care. Such an approach is family centered, comprehensive, personalized, offers integrated services, and makes knowledgeable care accessible to the inner-city resident. The development and testing of such a model could be a benefit to urban health care in cities over the nation.

2. At present there is minimal contact among the more than 400 health agencies in the Atlanta community. Georgia State could develop an urban

inter-agency communication system that would establish effective communication channels among these multiple agencies, resulting in improved care for a patient and/or his family.

3. A coordinated means of offering home care service, possibly through developing team visits to the home, is badly needed in most urban communities. Currently such care is handled on a unilateral basis, with totally uncoordinated activities. Our University could develop a model for a coordinated service of this type.

4. A serious void exists in this area of consumer education for health care services. Georgia State University's college of Allied Health Sciences could develop educational programs which would address health care delivery systems, such as how urban residents utilize the system, prevention of disease, and coping with illness in the family.

5. Our University is currently carrying out an active program of continuing education for health care practitioners. However, these programs are not able to have their full potential impact on health care service in the community because of severe funding limitations.

Of particular relevance to problems of the urban community are those programs which are being developed, or could be expanded by our College of Urban Life. Among points stressed by the dean of this college were the following:

1. The College of Urban Life has recently instituted a program to train employees who work with community service organizations. Such organizations offer particularly attractive employment to low income and minority students. However, funding limitations can cause the exclusion of these students in many cases.

2. Our College of Urban Life recently combined its resources with the Georgia Institute of Technology, Atlanta University, and the University of Georgia to undertake a community wide study of the southwest area of our city. This comprehensive project addressed a variety of problems in this single section of the community. As in many such cases, funding was not available to implement most of the programs developed through the study.

I'm sure you have noticed that a common thread runs throughout the items I have cited. Many of these projects, both those being done and those which might be done, stop short of having significant impact on the community because of the very limited funding available to community service through existing educational channels. Our institutions and the faculty and students have the ability and the desire to have a meaningful impact on the urban community, but restrictions on resources permit us to only scratch the surface.

As I stated at the beginning, I am currently undertaking a study involving 25 major urban universities to identify the most effective community service role of our institutions. Officials at these universities were asked to evaluate a number of community services which universities are performing or might perform in urban areas. They were asked to evaluate a number of community services which universities are performing or might perform in urban areas. They were asked to consider the importance of these services, the capability of universities to perform the services, the appropriateness of universities performing the services, and the probability that these services will be provided by universities in the future.

Although the final results of this study are not in, the responses from the first portions of the study indicate that it is clear that officials at the nation's urban universiies are confident that they could and should be involved in urban community service work. The highest ratings are going to those services which are in keeping with the accepted roles of a university, educational programs and activities involving basic and applied research. The educational programs particularly stress continuing education and community education type activities. Among those activities which have received the highest ratings are the following:

1. Conducting the seminars and training courses for local government officials to help prepare them for their jobs of governmental service in the urban areas.

2. Working with elementary and high schools to assist these schools in producing students who are prepared to succeed in higher education or in urban work situations.

3. Establishing and maintaining special centers at universities to address such problems as consumerism, aging difficulties, job obsolescence, drug problems, criminal rehabilitation, and illiteracy.

4. Supervising and operating student intern placement services to permit undergraduate and graduate students to work in governmental or community service programs.

5. Providing community cultural and recreational programs in areas such as art, music, theater, and sports, including special performances and programs for inner-city residents.

6. Sponsoring forums to bring together community leaders, neighborhood leaders, government officials, and university faculty members and administrators to discuss issues such as community governance, health problems, and community goals.

I appreciate the committee's consideration of my remarks and apologize if it has sounded like I have been reciting a laundry list of activities. However, I wanted to convert for you the general concept of universities applying their resources and expertise to problems into specific examples. The cases which I have cited at Georgia State University, both those we are currently engaged in and those which we would like to undertake, are but the smallest tip of the iceberg of the potential for aid that exists in our urban universities across the nation. Thousands of such programs are being carried out right now by the nation's universities. But almost without exception they are being operated on a shoestring, just touching the highspots. The passage of the Urban Grant Bill would begin to provide the resources that our universities need to be able to adequately apply the best brains in the nation to these problems.

I remind the committee that the nation's first official census in 1740 showed that 44 percent of the population lived in rural areas, while the 1970 census revealed that 73½ percent of the citizens live in urban areas. Today every city in the country with more than a half-million population has a substantial university, capable of assisting that community. The time has come to match resources of these urban universities against the problems of their urban communities, by providing sufficient funding to permit these programs to have real impact.

As an official of what we consider to be one of the nation's leading urban universities, I can testify that we are proud of the community service role that has been adopted by ourselves and other great urban universities, but what we have done so far has only been enough to open our eyes to the real potential that exists. I thank you for this opportunity to appear before you, and for your support of the Urban Grant Act, which could be one of the greatest moves Congress will ever make to ease the problems of our growing urban areas.

STATEMENT OF EDMUND W. HUGHES, VICE PRESIDENT FOR URBAN AFFAIRS, GEORGIA STATE UNIVERSITY

Mr. Hughes. Thank you. I would like to summarize, if I might, the remarks I have prepared for the committee in the record.

Georgia State University is an urban university, not unlike the University of Alabama in Birmingham, with the exception of its tremendous medical complex here.

We are similar in many ways to Wayne State University, with which the chairman is so familiar.

We have an enrollment of some 20,000 students. Approximately 7,000 are in the area of graduate studies.

About 80 percent of our students are employed in the metropolitan Atlanta area. We recently had a survey that showed some 90 percent in for 3 years were still working in the metro area 3 years after graduation. So, we do, in effect, work with and educate people who stay with and work in the area.

What I would like to do is very briefly summarize some specific items that we at Georgia State University are doing in the areas wherein we feel these funds from the urban grant bill could help. Then I will touch briefly on a study that I am in the middle of involving some 25 urban universities, evaluating how they feel they could best supply urban community services to their communities, and without going into a great deal of detail, some of the types of things that we are doing that are really typical of things that other urban universities are doing.

We have, in the last 2 years, been able to fund some 102 community service projects, mostly through making faculty time available and through providing student assistants to work with the programs.

The kinds of things that they are doing include:

The faculty in our college of business administration has developed a workshop and seminars to teach management skills to the managers of the various social service institutions in the community. The staff directors of some 80 of these institutions did take part in this program.

The faculty in our college of education developed a special institute for teachers of the middle grades to permit them to zero in on the problems of urban students who enter high schools with inadequate writing skills.

A member of the university's counseling center has developed a program to assist handicapped females to achieve successful careers in the urban area.

A faculty member in the college of education is developing a training course to teach elementary school teachers in the inner-city schools how to improve the oral language skills of the students during the lower elementary grades, and a series of workshops is being held with teachers to teach them this technique.

Our college of urban life has undertaken a research project on urban neighborhood abandonment. Once the research is completed, it's being followed by a conference on the findings for city and regional planners, civic organizations and similar groups.

An arts and science faculty member is developing a program to train middle school and high school students in consumerism in the urban environment.

And another is holding special workshops for day care professionals, training them to work more effectively with small children from inner-city areas.

Georgia State also has several community service activities in which the professional staff is located at the university, conducting outreach programs, working with the community.

One of these is called our Urban Life Associates. Here we've identified some 200 neighborhood organizations, and by providing the staff, working with them, help them with community problems.

The Atlanta Urban Corps, a college level intern placement service, is staffed by and located at Georgia State University. Last year we located some 1,000 graduate and undergraduate students in community service organizations or local government organizations, helping them help the community.

Each of the colleges at the university is engaged in a number of projects to apply their resources to urban problems. For instance, the College of Allied Health Sciences is in the process of developing a model of urban interdisciplinary health care. They feel that if this model were developed it could be helpful over the Nation.

At the present, we have some 400 health agencies in the Atlanta community with very little coordination between them. We are looking at ways to bring the efforts of these organizations together.

Our College of Urban Life has recently combined its resources with the Georgia Institute of Technology, the Atlanta University Complex, the University of Georgia to undertake a communitywide study of the southwest area of our city. They came up with some tremendous recommendations. However, the limited funding did not permit them to carry through in many cases.'

The common thread that runs through all of these efforts that we've undertaken is that we have really not had the resources to make an impact with these programs. We have been doing them on a shoestring, basically out of the university's existing budget.

I mentioned at the beginning that I am in the middle of doing a study of the major urban universities in the country, looking at how they perceive their role with their communities as far as community service. This hasn't been concluded, but basically I am looking at the most important areas, those areas in which they feel universities are most capable of performing, those that are appropriate for universities to perform, as opposed to other community agencies, and those that they feel will be implemented in the future. Looking at the kinds of things that the Nation's urban universities are doing shows that they feel that they have the best effect in such things as conducting seminars and training courses for local government officials to help prepare them for their jobs in the communities; working with elementary and high schools to assist the schools in producing students who are prepared to succeed in higher education or urban work situations; establishing and maintaining special centers at universities to address problems such as consumerism, aging difficulties, job obsolescence, drug problems, criminal rehabilitation and illiteracy; supervising and operating student intern placement services to permit undergraduate and graduate students to work in government and community service programs; providing community cultural and recreational programs; sponsoring forums to bring together community leaders, neighborhood leaders, government officials, university faculty members and administrators to discuss items of interest and concern to the community.

The passage of the Urban Grant bill would begin to provide the resources that our universities need to be able to adequately apply the best brains in the Nation to these problems. As an official of what we consider to be one of the Nation's leading urban universities, I can testify to the committee that we are proud of the community service role that has been adopted at our university and at many of the great urban universities over the country.

But what we have done so far is just beginning to open our eyes to the real potential that exists.

I thank you for the opportunity to appear before this committee, for your support of the Urban Grant Act, which, if it were to pass, I believe could be one of the greatest moves Congress would ever make to ease the problems of our growing urban communities.

Mr. FORD. Thank you very much, and I particularly appreciate the fact that both you and Dr. Hill made it very clear on the record here that this legislation does not attempt to re-invent the wheel. It, in fact, can be narrowed down to a point that would be recognizable as a vehicle to provide resources for the ideas that you've already been working with for some time.

I'm very much interested in the study that you mention on page 5 of your statement being carried on by you, involving the 25 major urban universities. You say they were asked to consider the importance of these services, referring to their community service activities, the capability of universities to perform the services, the appropriateness of universities performing the services, and the probability that the services will be provided by the universities in the future.

That, in effect, is what we started out to find out with these hearings, and we would be most anxious to have the results of your survey and conclusions that you reach as the result of that survey when they're available.

Mr. HUGHES. Thank you. I anticipate probably within a month we will have the final data in. Right now, we've had two of three responses and the other is now in the mail.

There seems to be a general trend that I think universities are maybe backing away a little bit from some of the positions of the late 1960's and early 1970's that all problems can be solved in this manner.

I think maybe if I have a concern, it's possibly that we might develop an expectation that with $25 million, universities will clear up all the urban problems, which I think, looking at it realistically, we would admit would not be so. I think what the study participants are doing is zeroing in on primarily educational and applied research programs of the types that they have seen that they can do successfully, that they could apply resources to very effectively, rather than scattering their efforts over many things.

Mr. FORD. Thank you very much.

Mr. Buchanan.

Mr. BUCHANAN. Thank you, Mr. Chairman.

I want to commend you for the leadership you are giving at Georgia State and what you are doing there. You mentioned that your studies indicate that these programs are going on in many places. In your written statement, you say thousands of such programs are being carried out right now by the Nation's universities, but almost without exception, they are being operated on a shoestring, just touching the high spots, and that passage of this bill would provide resources that might help universities to adequately apply the best brains in the Nation to these problems.

Please comment on the necessary funding level, both the funding of the bill and your recommendation of the size grants an institution like Georgia State might need as a minimum to be effective in assisting local governments.

Mr. HUGHES. Congressman Buchanan, as I indicated, I am concerned that maybe we are indicating we can do more on a few dollars than actually we can deliver.

If you look at the size of the funding in the land grant program, if you look at the billions poured into urban problems to this point, expectations become more realistic. My own feeling is that probably the $25 million about which we are speaking at the beginning would really do little more than prove what can be done.

I would suspect most of them will be doing as we would anticipate—and we do have a consortium in the Atlanta area similar to that which has been described here. I think we would involve the other institutions, but if we were to spread our share of this kind of a program so thin trying to do too many things, I think it would not do a great deal of good.

We are currently, through State funds—we call it an urban life extension budget—putting approximately $300,000 a year into the kind of projects I described to you. I think we've done 102 of these in the last 2 years.

When we look at $25 million spread over 50 States and everyone wanting part of the action, I would assume that we are talking about less than a half million dollars for any major institution, certainly at the beginning of the program.

I believe probably what would be done would be a few demonstration efforts that could be done in depth to a much greater degree than we could before. I would be unrealistic if I didn't say I think probably, if it was successful, as I would anticipate it would be, that ultimately we would be talking about a great deal more.

Mr. FORD. I am asking you to agree by the way I put this question. Is it at least hopeful that even a couple of hundred thousand dollars coming to a campus would permit you to put together some people who could devote full time to gathering other resources, private money, foundation money, money that's in all sorts of Federal programs out there sort of scattered around, and that, in fact—well, we're talking about $25 million nationally spent for the express purpose of funding your activity. Your activity itself would start to generate other sources of funding that would have far more than this bill would contemplate being spent for this purpose. Isn't this so?

Mr. HUGHES. I think you identified what we all have in mind. This is very true, that we would really see this as seed money to free people up to apply their efforts to things with which we have been able to see a small amount of success utilizing the very limited internal funding that we've been able to apply.

But, yes, this would really be money to prime the pump.

Mr. BUCHANAN. Thank you, Doctor. I have no further questions.

I would, Mr. Chairman, ask unanimous consent that other members of the Coalition for Urban Universities in this area of the country have an opportunity to submit testimony for the record.

Mr. FORD. Without objection, it is so ordered.

I might just say this, John, anyone in the audience who cares to make any comment on the testimony for the benefit of this record may do so. If not, I would like to invite you or any institution or agency that you are connected with to submit your comments for the record.

The record will be open, and we will be very happy to have any contributions you wish to make to insert in the record at this point in conjunction with these hearings.

Mr. Buchanan, on behalf of the committee, I would like to thank you for your insistence that we start these hearings here in Birmingham.

As an unreconstructed Yankee, I feel already, on the basis of my conversations last night and this morning, better able to explain to my fellow Yankees that there are urban institutions and urban problems being worked on some place other than New York, Chicago, Detroit, and Pittsburgh.

We have a parochial tendency to think of all of the activity going on in attacking urban problems as being located in some of the older, Northern cities. Frankly, I'm very much impressed by the array of activities already being undertaken here and over in Atlanta.

You see the size of the urban institutions here, and very frankly, up where I come from we just don't think about people down here working on the same sorts of things that we think plague only us. So, you're aiding in my emancipation by bringing me here.

I would like to say that we sat down and plotted out the best strategic way to develop the legislation and decided on coming here. However, the truth is that Mr. Buchanan has been a totally supportive and constructive member of this subcommittee for so long that his insistence that we start on his home territory was irresistible. I want to say with all the sincerity that I'm able to muster that I appreciate, John, your pressing for us to do this. It gives me, as the chairman of the subcommittee, a perspective on where we ought to be going next and what we ought to be doing that I did not have before coming to these hearings.

At this point I feel much better about the possibilities of success in passing this legislation and the probabilities of success in seeing it make a difference in this country than I did after the hearings in Washington, which were very good. I hope that you will be forgiven by your constituents if you junket with me to some other places around the country during the rest of this year. It's going to be very difficult for us to get the committee members to leave home during an election year. However, on the basis of what we've seen here and the amount of effort that the people here obviously put into preparing the testimony for this record, it certainly would seem to be time well spent by our committee to get around the country and give other people like them an opportunity to contribute to the record. I hope I can count on you to be with me when we do that.

Mr. BUCHANAN. Mr. Chairman, I feel sure my constituents will forgive me for doing some junketing within the United States on behalf of educational institutions like UAB in cities like Birmingham, and I will be pleased to travel with you to other areas to hear testimony on this bill.

We really, deeply appreciate your starting here.

Mr. FORD. Thank you very much.

And, once again, I want to thank the citizens who participated and the citizens who supported the participation this morning for making it possible for us to have what I believe has been a successful hearing.

The committee will stand adjourned.

[Whereupon, at 1:10 p.m. the hearing was adjourned.]

THE URBAN GRANT UNIVERSITY ACT OF 1977

FRIDAY, APRIL 28, 1978

House of Representatives,
Subcommittee on Postsecondary Education,
Committee on Education and Labor,
Detroit, Mich.

The subcommittee met, pursuant to notice, at 9:30 a.m. in room B, McGregor Memorial Conference Center, Wayne State University, Hon. William D. Ford (chairman of the subcommittee) presiding.

Members present: Representatives Ford, Kildee, and Buchanan.

Staff present: Thomas R. Wolanin, subcommittee staff director; Patricia F. Rissler, deputy staff director; Roberta E. Stanley, legislative associate; and William Clohan, minority counsel.

Mr. Ford. We will proceed by previous agreement with the ranking minority member of the committee while he is on his way from the airport. He is flying in from Washington this morning to make it possible for us to have this hearing. Because we do have a very tight schedule, I would like to start the hearing now and let my colleague join us a little bit later.

It is a particular pleasure for me, as the chairman of the Postsecondary Education Committee of the House Education and Labor Committee to convene this hearing not only here in my own home State, but at Wayne University. Some indication of either my age or the rate of growth here is the fact that I was lost here for about 15 minutes on the Wayne campus. When I went to school here in 1947, it was impossible to get lost on Wayne campus unless you were somewhere in the middle of Second street. The campus has changed greatly.

The university has changed greatly, and I, for one, have been proud that I had a part of my education here. I continue an interest in this school, because it typifies what's been happening in American education that is good in terms of the kind of pluralistic system that will continue to produce leaders in the community and in our country in a way that was not possible before World War II.

We are also very conscious that the idea leading to the legislation that this hearing is considering originated someplace very close to this room. In fact, the first people who talked with me about introducing this legislation, several years ago, were people who would fly in with me.

I'm pleased to see in the audience the former chief counsel of this subcommittee, Jim Harrison, who is really the author of the legislation back in Washington. When it finally passes, I will be with the President when he signs it, taking credit for writing the bill, but the initial bill was drafted by Jim and the members of the association that he represents.

We have had hearings on this legislation prior to today in Washington and, most recently, in Birmingham, Ala. It was a pleasant experience for me to find that, contrary to the prejudices that exist toward the State of Alabama and what it symbolizes, the people there are no different than those at Wayne.

As a matter of fact, they presented a wonderful panel of witnesses from business, government, and the university, all of whom went to school in Michigan. They even had a Ford who went to school in Michigan testifying before us.

We are hopeful that by having hearings here and in other places that are being scheduled later this year, we will be able to develop the kind of political base that we need to pass this legislation. I'm very hopeful that when the Higher Education Act is up for reenactment next year, this piece of legislation may well be a part of the package of what is the future higher education legislation at the Federal level.

I'm very happy also that the two major universities in the city are represented here this morning. I'm anticipating that they are here to support the legislation. If they weren't, we wouldn't have asked them.

This is a very open public hearing. As long as you are for our legislation, we will be happy to hear from you.

I would like, therefore, to call on first Father Malcolm Carron, president of the University of Detroit, as our opening witness.

STATEMENT OF FATHER MALCOLM CARRON, S.J., PRESIDENT, UNIVERSITY OF DETROIT

Father CARRON. Thank you, Congressman Ford.

I am Malcolm Carron, president of the University of Detroit.

Mr. FORD. Without objection, Father, your prepared statement submitted to the committee will be inserted in full in the record at this point. You may add to it or proceed as you find most convenient.

Father CARRON. Thank you.

[The statement referred to follows:]

TESTIMONY OF FATHER MALCOLM CARRON, S.J., PRESIDENT, UNIVERSITY OF DETROIT

I am Fr. Malcolm Carron, President of the University of Detroit.

Thank you Mr. Chairman for inviting me to address the committee on this important proposed legislation. As the president of an independent urban university I am pleased that the suggested legislation recognizes the increasingly important role our schools are playing in trying to find solutions to the problems of our great cities. Our university, I must add, is one of 28 Jesuit universities--all located in large urban areas of this nation.

I also want to thank Congressman Ford for his continuing effort in support of the independent colleges and universities of our nation. He is one who has long understood and appreciated the role of independent institutions as equal partners in providing higher education to our citizens.

We at the University of Detroit believe the proposed legislation is vitally important and we enthusiastically favor it. We support it because it will allow those universities such as ours to increase and strengthen our competency to solve urban problems and allow us to develop and share more resources with our neighbors in our city and county.

The proposed bill is a strong one. It is a public investment that will pay a high return in public benefits. The bill reflects the determination to continue the commitment already expressed in the Higher Education Act. Title One is a mandate to mobilize the resources, skills and goodwill of the nation's universities, to strengthen their competence and problem-solving skills, to address the most pressing needs of the country. Our decayed cities where our schools are located are at the top of the list.

The local research and problem solving activities will spill over into the national scene. The addition of the new Part C to the Act will hasten and enhance a process already well begun in many of our urban universities and particularly at the University of Detroit. It will provide the motivation for other institutions to begin to work with local governments and communities to solve the problems of our nation's distressed metropolitan areas.

The bill would provide the catalyst to redirect the efforts of the graduate, undergraduate and community education divisions of the universities. In the past, much of the academic work has been pure research rather than research which has practical applications. The thrust of this legislation will encourage applied research.

Urban universities, like all others, have only three products: education, research and direct service. We must apply all three products to our nation's urban problems. We must reach out to our neighbors to insure that nontraditional student groups heretofore excluded from the university campus are able to share in our education and help seek answers. We must redirect our research to the development of practical, coordinated action plans to solve urban problems. We must seek direct involvement in providing the services the people in our cities need.

Your bill recognizes all this and for the first time specifically commissions the nation's urban universities to make and increase their commitment to seek and apply the solutions and provide these services. For the first time the Congress will, if this legislation is enacted, provide the financial wherewithal to the institutions that are best qualified to make it all happen.

The needs of a city like Detroit cannot be met by one institution or by any single group. We must find the best structure to meld the skills and goodwill of the people who are in government, industry, business and academic research. The university is the best crucible to create this alchemy. Our own faculty is already intensely involved in a variety of consulting contractural and voluntary relationships with all these sectors. The funds appropriated in the proposed Urban Grant University Program the bill would be the catalyst to bring all of the people needed for the effort--faculty, business and government leaders, community and street people--together, and will evoke their best cooperative effort in the university setting. The product will be truly available to the cities where we live and work and to which we have committed ourselves. Problems of our nation's metropolitan areas cut across traditional academic subject lines and cut across city and county limits. The attempts to solve these problems must therefore be interdisciplinary in approach and area wide in impact. All of the universities in the Detroit metro area must join forces so each can contribute its greatest strengths in a new cooperative attack on the problems.

The funds projected in this bill are not enough. If we are to save our cities, and do so along the lines proposed by President Carter last month by mainly private investment and efforts, tax incentives and only limited federal subsidies, we shall need the absolute maximum creative research and dedication. Every institution must contribute. Every institution, particularly the independents, must have the opportunity for involvement in the process to make our cities safe, livable and economically viable.

I would like to offer some specific suggestions from the perspective of an independent urban institution which Congress may wish to consider:

1. Perhaps the part of the bill which describes the product sought should be even more specific. The research and service outputs of the universities should be pragmatic, concrete, directed at specific target problems stated in the law, regulation and grant applications.

2. Every one of the hundreds of universities in the nation's 72 largest urban areas is a potential participant in the task of seeking solutions to the problems of our cities. Every one has skills and ideas and people to contribute. But at the appropriation levels of the bill, if even half of these institutions apply, the grants awarded may be too diffused and diluted to achieve the impact the legislation seeks. The appropriations should be higher.

3. The committee should insure that the bill and regulations provide for maximum participation by the independent universities. Our schools should be equal partners in finding solutions to the problems of the cities we serve. There should be independent college representation on the Advisory Council, and some method to insure that an appropriate percentage of grants be allocated to the independents.

4. Congress may wish to insure the definition of "urban university"

which refers to offering "a wide range of professional and graduate programs" be interpreted to allow participation by smaller, independent institutions which have perhaps only a very few graduate programs, but which have very important and specialized urban skills and knowledge to bring to bear on the problems of the cities they serve.

The University of Detroit is one institution already deeply involved in research and community service directed toward solution of our city's problems.

From its beginning more than a century ago, our university has seen itself as an integral part of Detroit--sharing in its problems and progress. We have always been a school for the city's people. In our early years, we served the educational needs of the children of the city's immigrant population. Later we were known as the "streetcar" college because so many came to us as day students. Even today we continue this commitment. About 22 percent of our enrollment is made up of minority students, almost all of whom come from Detroit and who will remain in Detroit as professional people who will make their careers in our town.

In recent years we have stretched the few dollars we have to provide direct services to the people of Detroit. Independent universities, you know, have a way of making a dollar go a long way. I won't go through the entire list of things we do, but I would like to give you a few examples of the programs we offer to our city and our neighbors. With the impetus of an urban grant as proposed in the bill, we could expand existing services and assemble more innovative packages to Detroit's benefit. We have clinics at both the Law and Dental schools which are open to the public. The Dental Clinic handles 100,000 patient visits a year for dental work done at a moderate price. In fact, as more and more dentists leave the central city our clinic is taking on an increasingly important role in the health care of the Detroit population. The Law Clinic provides free legal services in civil and criminal cases to a large number of the city's low income persons.

We also have a psychology clinic which offers psychotherapy to people who would normally not be able to afford psychiatric care. Students work with staff professionals to provide psychotherapy, marital counseling and group therapy.

In recent years we have taken on special projects aimed at helping the city. For instance, our students planned the Emergency Medical Service which is now being operated by the City of Detroit. They also planned the Medical Health Screening process in use at Detroit General Hospital. And, our students and faculty have worked in partnership with the City of Detroit Department of Environmental Protection to develop innovative systems of solid waste disposal and recycling.

More recently we have established and expanded our Community Relations Department and just last week submitted an application for a Title One grant for the second year of an innovative community problem solving model.

The people who live in the neighborhood around our school have joined in an alliance with the University and together we have designed education, research and direct service programs to solve our neighborhood problems. (A copy of the program description is filed with this statement). We are optimistic about this proposal which will bring onto our campus our neighbors in the Detroit Community to help us design research and community education programs to meet the most pressing needs of our community and city as perceived by the people who live here. Already the Alliance has defined and established priority research tools and community education courses to solve the problems. If funded we will within the next year direct our resources toward the problems of commercial strip deterioration, housing blight and insufficient youth services. This community education and service approach envisioned by Part A of Title One is a good start. But our cities really need the comprehensive programmings described in this legislation. The work would be more intensive. The solutions will come more quickly.

In closing, let me emphasize the importance of this legislation and compliment the members of Congress who had the vision to develop it. This law will enable urban universities to expand and intensify their efforts to aid our great but troubled urban centers like the City of Detroit. Our university has always been linked with the future of our city--this legislation will help us to strengthen that bond.

ADDENDUM PROPOSAL NO. ____________

University/Community Alliance

4001 W. McNichols Rd
Detroit, Michigan 48221

Telephone: 927-1024

A PROJECT PROPOSAL

SUBMITTED TO THE MICHIGAN DEPARTMENT OF EDUCATION
UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965 (P.L. 89-329), AS AMENDED

NAME OF INSTITUTION: UNIVERSITY OF DETROIT

Address: 4001 West McNichols Road

Detroit, Michigan ZIP 48221

PROJECT TITLE

Development of a Problem-Solving Model for an Urban Community through a University-Community Alliance

(Be concise and as specific as possible)

COMMUNITY PROBLEM AREA: #3 Community Planning and Development
(Specify which State program priority area the proposal addresses)

FEDERAL FUNDS REQUESTED: $ 92,176.40

PROPOSAL INITIATOR: **Name** Patrick A. Keenan

Position Director of Community Relations

Signature

Telephone 927-1014 - 961-5051

COOPERATING INSTITUTIONS (other colleges and universities) (not applicable)

TRANSMITTED BY: **Name** J. Richard Dempsey, S.J.

Position Director of Urban Relations

Signature J. R. Dempsey SJ

Telephone 927-1014

DATE TRANSMITTED: April 21, 1978

Neighborhood Renaissance For Better Living

I. TITLE OF PROJECT: DEVELOPMENT OF A PROBLEM SOLVING MODEL FOR AN URBAN COMMUNITY THROUGH A UNIVERSITY/COMMUNITY ALLIANCE

II. STATEMENT OF COMMUNITY PROBLEMS:

The members of the community surrounding the University of Detroit have joined and formed an alliance among themselves and with the resources of the University to address the problems of the neighborhood and Northwest Detroit. The members of the Alliance have identified four specific pressing community problems. There is a fifth general problem in that the University's resources have not been efficiently mobilized to solve the first four. A statement of the five identified problem areas and a brief explanation of each follows:

Problem #1. Seriously deteriorated commercial strips: All of the major arteries of the area (Livernois, Wyoming, McNichols, Puritan, Fenkell) exhibit seriously advanced commercial blight and decay. While a significant number of the establishments are well maintained and provide clean and useful services, perhaps a majority of the parcels are vacant, poorly maintained, visually unappealing and not responsive to the needs of the area market. The streets are dirty. There are a number of vacant lots covered with mud, debris and old signs from former business and political campaigns. The pavement is cracked and ill-maintained. There is no plan for providing sufficient parking. There is no greenery. The failure and turnover of new business is high. The result is accelerated deterioration and a neighborhood population that travels to the surrounding suburbs to shop.

Problem #2. Need to reverse present deterioration and to prevent further deterioration of residential housing in the area: There are a number of vacant, boarded up houses in the University/Community Alliance neighborhoods. Residential streets are in need of repair. A number of the homes are occupied by families who, because of advanced age or other reasons, have difficulty in improving and even maintaining their homes. Local financing for home improvement is difficult to obtain. Insurance is difficult to obtain. The Alliance neighborhoods do not have a clear, comprehensive plan for maintenance of the residential areas.

Problem #3. Insufficient monitoring of and coordination with governmental units and services and other subsidized service efforts in the Alliance area: Even though the Northwest Detroit area in which the University and Alliance are located is potentially the most valuable and attractive section of the city, it has not, in the past, received city services and attention proportionate to its value. There has been no concentrated and unified grass roots and effective campaign to demand and marshall the highest level government services and quasi-public resources to maintain and beautify the area. The subsidized housing program available has not been sufficiently coordinated on an area-wide basis.

II. STATEMENT OF COMMUNITY PROBLEMS (continued)

Problem #4. Insufficient level of services to neighborhood youth: Youth unemployment is high; there are insufficient recreational, cultural and vocational education services. There is a need for juvenile delinquency prevention and services in the Alliance area. There is a continuing and constantly expressed need for rational coordination of services to neighborhood youth. There is serious youth crime and widespread vandalism. There is no comprehensive programming for area youth. This problem, while not heretofore assigned as high a priority as Problems #1 and #2, is closely related thereto and will be a top program priority in Year 2.

Problem #5. Insufficient and ineffective utilization of University of Detroit and surrounding community resources to solve Problems #1 - 4 above: Despite its commitment to provide assistance and service to the City of Detroit, prior to the inception of this project in late 1977, the University had not identified the most feasible and efficient method of sharing its resources with its neighboring communities. It had not developed a comprehensive plan to develop the highest level of competence and best quality of materials and research for application to community problems. The University's products (education, research and service) have not been made sufficiently available to assist the community in the process of meeting its needs.

III. PROJECT IMPACTS (CONSEQUENCES)

III. A. Identification of Project Impacts:

1. Identify community problems or needs (X)
2. Raise community awareness (X)
3. Analyze causes of problems (X)
4. Assist in developing alternative policy to solve problems and evaluate impact of alternative policy solutions (X)
5. Assist in policy implementation (X)
6. Expand continuing education opportunity (X)
7. Plan for resource material sharing (X)
8. Develop and expand urban skills of neighborhood residents through new course offerings (X)
9. Strengthen competence of University faculty to give substantial assistance in resolving community problems (X)

III. PROJECT IMPACTS (CONSEQUENCES) (continued)

III. B. The long-range consequences of the project have been defined as specific objectives which mirror the five problems described in Part II. The overall objective of the Project is to implement a problem-solving model that will accomplish:

Objective #1: Reversal of commercial strip deterioration: Establishment of new business to serve the needs of the communities in the Alliance area; renovation or removal of blighted commercial buildings; improvement of aesthetic and commercial attraction of major arteries. (This objective is the highest priority.)

Objective #2: Reversal and eradication of blight in residential neighborhoods.

Objective #3: Establishment of the Alliance area as a prime focus for and recipient of City services and improvements.

Objective #4: Establishment and coordination of a variety of supportive services to meet the needs of neighborhood youth.

Objective #5: Stronger institutional competency and full utilization of University of Detroit resources and coordination with University/Community Alliance for effective and continued community problem solving.

Accomplishment of the above Objectives will constitute major impact and potential long-term change for all of the neighborhood residents and particular impacts on the following target groups within the Alliance population:

- homeowners (emphasis on aged homeowners)
- present and potential local businessmen
- area youth
- neighborhood residents who participate in Alliance activities and community education courses
- University employees who develop new skills and competence

Additional statements of the impacts checked (X) above are as follows:

III. B. 1. Community problems or needs have already been identified by the University/Community Alliance. An initial major research profile of the Alliance area is complete. The community has articulated its most pressing needs as perceived by the neighborhood people.

III. PROJECT IMPACTS (CONSEQUENCES) (continued)

III. B. 2. In the process of creating the Alliance, the members of the community around the University have perceived common problems and objectives, as set out in this section. They are consistent with the objectives of the Alliance and enumerated in its recently enacted constitution (Exhibit B attached). The people from the community and the University are in the process of finding and defining a relationship of cooperation. In the process of working and learning through the model, the people in the University and community have achieved a higher awareness of the ability to work together to solve common problems.

III. B. 3. The causes of the problems have been partially analyzed in the Community Profile and will be more thoroughly analyzed in new applied research projects which will be developed (more detailed descriptions in Part IV). Better understanding of the causes of current problems will impact as a tool for avoiding and ameliorating future problems. Another impact will be to enhance the demonstration value of the community problem-solving model.

III. B. 4. The model is designed to have maximum effect on public policy formation and City government decision making. The Project contemplates maximum community input into the City's planning and service delivery functions. The expertise of University faculty and professionals residing in the Alliance area will be utilized.

III. B. 5. Through a lengthy process of defining the precise relationship between the University and the community within the Alliance, the following statement was agreeable to all the people who participated in the design and drafting of the proposal. This Project was designed and this proposal was drafted by community people and University people working and writing together: "Fiscal responsibility for administration of the grant is the Univesity's. It will exercise that responsibility in cooperation with leaders from the community--the University-Community Alliance." The language in this agreement is an event of significant impact in the process of defining the relationship of the University with its neighboring communities.

III. B. 6. The Project will provide expanded opportunity for participation in community education and continuing education courses and for increased contacts between residents, businessmen and faculty in the University/Community Alliance.

III. B. 7. In connection with its development of new courses and research studies, new educational materials

III. PROJECT IMPACTS (CONSEQUENCES) (continued)

will be developed and disseminated to the Alliance members and other constituencies in the City of Detroit. Major resource sharing will occur through mini-courses or seminars to be offered at no cost to meet very specific educational demands (e.g., Home Improvement Financing Alternatives; 1978 Changes in Taxes for Small Businesses).

III. B. 8 and 9.

A central impact of the Project is to develop within the University outreach courses designed in cooperation with Alliance members to meet specific expressed community needs and to develop specific problem-solving skills in course participants. The courses will strengthen urban teaching competencies of involved faculty members. The Project anticipates that outside speakers drawn from the community will participate where appropriate as faculty members in these courses.

IV. OUTPUTS (PROCEDURES AND PROGRAM CONTENT)

In order to bring about the impacts and long-term changes noted in Section III above, the following actions must occur:

1. The various interest groups, public and private, must be marshalled and brought together under the entity of the University/Community Alliance project (completed).
2. The needs of University/Community Alliance geographical area must be specified (completed).
3. A series of plans must be formulated for addressing the specific needs identified (completed).
4. From the series of plans formulated, select the one plan which represents the best problem-solving model for overcoming the problems of the University/Community Alliance geographical area (completed). The general outline of this model is to mobilize the three main products of the University (education, research and service) to bear directly on the solution of the problems of the communities.

   Each problem area will be addressed by a new community education component organized through the Division of Continuing Education in cooperation with faculty members from the Colleges of Business and Administration, Law, Architecture, Engineering and Science and Liberal Arts. Further, Project personnel will undertake a major applied

IV. OUTPUTS (PROCEDURES AND PROGRAM CONTENT) (continued)

research study to address the identified problems. New resource materials will be made readily available and can be similarly applied to the specified problems. In conjunction with the education and research components, the University and Alliance will provide direct service in the form of professional and paraprofessional expertise, consultation and resources to assist in the actual solution of the problems specified in Section II of this proposal.

The community education component of the model will consist of semester-long courses offered to non-matriculated students from the community and shorter workshop sessions of one to three sessions. Tuition will be charged for the semester courses. The shorter sessions, designed to meet very specific expressed needs, will be supported by Project funds and will be offered at no charge. Specific statements of the contemplated community education, research and service components directed to each of the four major problem areas are contained at the end of Section IV.

In the model, all courses and teaching materials will be designed and marshalled by University of Detroit faculty and occasional consultants. Project funds include an item for modest honoraria for guest speakers, ideally from the community, so the education and institutional strengthening will occur through two-way communication.

5. Refine model during the balance of the first year of the Project.
6. Establish the priority for implementing the components of the model which effectuate the greatest impacts over the shortest time period.
7. In conjunction with No. 6 above, determine what existing and new course offerings would most effectively meet these needs through community education.
8. Consult with community leaders (University/Community Alliance members) to determine their perceptions of what specific community education and materials are needed.
9. Concurrent with accomplishing steps 5 and 6 above, identify the applied research projects which are necessary to develop the data and tools needed to solve the problems over the long run.
10. Seek community involvement in design and performance of applied research projects.
11. Design and establish a service delivery component which makes maximum use of professional and paraprofessional

IV. OUTPUTS (PROCEDURES AND PROGRAM CONTENT) (continued)

Alliance members and is coordinated with the University Urban Law Clinic, Small Business Institute, Psychology Clinic, etc.

12. Confer with University/Community Alliance members as appropriate, utilize professional skills of non-faculty persons residing in the Alliance area in all three components.
13. Establish phased curriculum design for community education component.
14. Design community based curriculum evaluative component for assessing the transferability of the impact of educational services in terms of acquisition of new skills.
15. Assign faculty and develop syllabi for community education courses and mini-courses.
16. Set schedule and site of courses.
17. Publicize courses and register students.
18. Coordinate first phase data results of applied research studies with evolving courses.
19. Offer community education courses, perform and publish research, provide service.

The following is a chart depicting action steps to be accomplished, the person(s) assigned to complete the action steps noted and estimated completion dates:

Proposed Action Step	Person(s) Responsible	Estimated Hours Required	Estimated Date of Completion
1, 2 and 3 (Fiscal Year 1978 program)	Project staff (includes Project Director and Assistant Director)	2200	4/20/78
	U of D faculty	600	
	Alliance members	2500	
4. Select one plan which represents the best problem-solving model for geographical area	Project staff	250	In process, to be completed by 7/1/78
	U of D faculty	50	
	Alliance members	50	
	Independent evaluators	8	

IV. OUTPUTS (PROCEDURES AND PROGRAM CONTENT) (continued)

Proposed Action Step	Person(s) Responsible	Estimated Hours Required	Estimated Date of Completion
5. Refine model	Project staff	250	9/1/78
	U of D faculty	100	
	Alliance members	150	
	Independent evaluators	16	
6. Establish priority for implementing components	Project staff	20	9/15/78
	U of D faculty	16	
	Alliance members	16	
7. Determine course offerings	Project staff	20	10/2/78
	U of D faculty	20	
8. Consult with community leaders to determine education and material needed	Project staff	4	10/9/78
	U of D faculty	20	
	Alliance members	20	
9. Identify necessary applied research projects	Project staff	150	10/15/78
	U of D faculty	150	
10. Seek community involvement in design and performance of applied research projects	Project staff	8	11/1/78
	U of D faculty	20	
	Alliance members	20	
11. Design and establish a service delivery component	Project staff	80	1/3/79
	U of D faculty	100	
	Alliance members	16	
	Other professional consultants	40	
12. Confer with University/Community Alliance members and utilize professional skills of non-faculty persons residing in the Alliance area in all three components	Project staff	60	1/15/79
	U of D faculty	20	
	Alliance members	20	
	Other professional consultants	20	
13. Establish phased curriculum design for community education component	Project staff	120	1/15/79
	U of D faculty	120	
	Alliance members	30	
	Other professional consultants	30	

IV. OUTPUTS (PROCEDURES AND PROGRAM CONTENT) (continued)

Proposed Action Step	Person(s) Responsible	Estimated Hours Required	Estimated Date of Completion
14. Design community based curriculum evaluative component	Project staff U of D faculty Alliance members External evaluators	16 8 8 24	Ongoing; to be completed on or before 1-30-79
15. Assign faculty and develop syllabi for community education courses and mini-courses	Project staff U of D faculty Professional consultants	60 200 4	12/1/78 through 3/1/79
16. Set schedule and site of courses	Project staff U of D faculty Professional consultants	40 60 20	12/15/78 objective for having initial course offerings ready for Spring term, 1979
17. Publicize courses and register students	Project staff U of D faculty Professional consultants	40 150 20	"
18. Coordinate first phase data results of applied research studies with evolving courses	Project staff U of D faculty Professional consultants	30 100 20	12/15/78 tentatively
19. Offer community education courses, perform and publish research, provide service	Project staff U of D faculty Community consultants	To be determined	Balance of Project term. Note that steps 15, 16, 17, 18 and 19 will be repeated in Summer term, 1979, Fall term, 1979

IV. OUTPUTS (PROCEDURES AND PROGRAM CONTENT) (continued)

SUMMARY OF MODEL KEYED TO SPECIFIC COMMUNITY OBJECTIVES

1. Reversal of commercial strip deterioration

   A. Community Education: Design and offer specialized continuing education courses in close cooperation with Business faculty. Among courses under consideration are: Small Business Management, Merchant-Consumer Interchange, New Business Capitalization, Business Law and Licensing, Taxes on the Urban Business, Zoning and Code Enforcement in Commercial Sectors.

   B. Research Activities: Design and conduct thorough survey of all commercial properties; determine market needs; determine technical and financial resources for revitalizing commercial strips; establish plan for revitalization. (Work already in progress. Current Project staff and consultants have identified and categorized 1500 local businesses. Research in process to mesh existent commercial establishments to area market needs.)

   C. Direct Service: The Project seeks to assemble technical assistance teams to assist local business. Assistance to be offered includes: legal, marketing, financial, insurance, tax, licensing and personnel. The Alliance will seek to foster the organization of local businesses and develop a comprehensive code enforcement and beautification strategy for existing commercial strips and major arteries.

2. Reversal and eradication of blight in residential areas

   A. Community Education: Design and offer continuing education courses/workshops in cooperation with Business, Architecture and Engineering faculties. Among subjects under consideration are: Real Estate Marketing, Home Improvement Financing, Home Insurance, Energy-Saving Techniques for Homeowners.

   B. Research Activities: Survey and analyze existing housing stock (completed). Determine street and utilities improvements needed (in process). Determine and monitor effectiveness of agencies now engaged in residential rehabilitation. Determine financial resources available to homeowners for maintenance and improvements. Determine maintenance and financial needs of older homeowners.

   C. Direct Service: The Alliance will disseminate information and coordinate existing resources to homeowners, including local financial institutions and existing task forces such as Urban Reinvestment, Inc., Harmony Village, Inc., etc. The Alliance will continue to

IV. OUTPUTS (PROCEDURES AND PROGRAM CONTENT) (continued)

support anti-redline legislation, coordinate neighborhood youth employment efforts with local beautification projects and home maintenance needs for older residents.

3. Establishment of Alliance area as a prime focus for and recipient of City services and improvements

   A. Community Education: Design and offer continuing education courses/workshops in cooperation with Political Science, Sociology and Law faculties. Courses under consideration are: Neighborhood Participation in City Government, Zoning Processes, Code Enforcement Strategy.

   B. Research Activities: Determine most effective methods to evoke City services (near completion. Alliance members have established regular communication with Detroit City Departments of Community Economic Development, City Planning, Parks and Recreation and others at staff and executive levels. Included among Alliance members are key City government personnel.) Research and monitoring community block grants and other urban assistance and human service programs.

   C. Direct Service: Alliance members will continue to seek direct inputs into city planning and development processes. Several active Alliance members are directly involved in the Detroit civic, political and governmental activities.

4. Establishment and coordination of support services for neighborhood youth

   A. Community Education: Design and offer continuing education courses/workshops in cooperation with Liberal Arts, Criminal Justice, Fine Arts and Physical Education faculties. Courses under consideration are Design of Youth Service Networks; the Juvenile Justice System, Fine Arts and Drama, various vocational education offerings, workshops in job seeking, resume writing and employment interviews.

   B. Research Activities: Determine services and resources presently available to neighborhood youth (in process). Determine priority need for specific youth services. Determine and seek funding alternatives for these programs (grant proposal for summer employment/recreation program in process). Plan youth program for third and fourth years of Project.

   C. Direct Service: Seek grant to provide employment and vocational training for neighborhood resident ages 14-21 (proposal ready for submission). Provide free

IV. OUTPUTS (PROCEDURES AND PROGRAM CONTENT) (continued)

legal services through Urban Law Clinic. Additional youth services to be developed during Project Year 2.

The community and University people who designed the model and wrote this proposal recognize that not all of the above can be accomplished solely within the Project budget. It is expected that the Research and Development Coordinator (assigned one/half time to this Project) will be available to assist in preparation of future coordinated funded project proposals. One of the continuing education workshops scheduled for Fall, 1978 is on Grant Information and Application.

The University/Community Alliance is itself a not-for-profit corporation and is eligible to submit independent community service proposals. High priority is assigned to seeking funds for tuition discounts or scholarships to enable a significant number of persons from all parts of the Alliance area to participate in the semester-long continuing education courses.

The community and University people who designed the model and prepared the proposal consider this Project and funds to be partially service-oriented and part seed money to develop additional programs and resources within and without the University of Detroit.

V. EVALUATION

The evaluation design will be structured for gathering both formative (process) and summative (product) data. The overall evaluation design will be structured through a cooperative effort of the University/Community Alliance Project personnel and one or more external evaluators.

The overall purpose of the evaluation design will be to address the major goal of this project which is:

TO DEVELOP AND IMPLEMENT A PROBLEM-SOLVING MODEL

Among the quantifiable indicators that will be assessed are:

1. Number of new businesses opened
2. Number of commercial parcels which have been improved
3. Number of residential properties that have been improved
4. Number of new proposals submitted for ancillary funds
5. Number and attendance at regularly scheduled meetings
6. Title of new courses developed to meet specific needs
7. Number of faculty who have strengthened urban problem solving and applied research skill
8. Number of merchants and property owners who have sought technical assistance from University/Community Alliance associated projects
9. Degree in increase of assessed evaluation of property in the area
10. Number of applied research studies completed that are relevant to the University/Community Alliance purposes
11. Number of abandoned properties identified and occupied by June, 1979
12. Number of commercial parcels which have been visually improved
13. Number and nature of contacts made with County, City and State officials for improvement and services delivered to Alliance residents
14. Number of relevant one-day seminars for residents and businessmen in the Alliance area

The above objectives will be stated in a measurable format, as directed by the Department of Education, through the assistance of

V. **EVALUATION** (continued)

our external evaluator and the University/Community Alliance team.

EVALUATION TIMELINE

Proposed Step	Persons(s) Responsible	Sept. 1978	Dec. 1978	March 1979	June 1979	Aug. 1979
Refine evaluation design to include measurable objectives and instrumentation	External evaluator, Universsity and Community Alliance personnel	xx				
Monthly reports	Project Director and staff	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx				
Quarterly reports			xx	xx	xx	xx
Collect formative (process) data	External evaluator, University and Community Alliance personnel	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx				
Analyze data for final evaluation report	External evaluator					xx
Final report						xx

VI. POPULATION SERVED

The population to be served consists of approximately 45,000 citizens in the target area which is bounded by Wyoming, Seven Mile Road, the golf course, city limits and Fenkell. The greatest impact will be upon homeowners, with particular attention to aged homeowners, the area youth, present and potential businessmen, University employees and all neighborhood residents.

A cross-section of residents, including University personnel, are included on the University/Community Alliance committee. They represent the immediate community and are actively involved in decisions that are made, including the preparation of this proposal. Certain specific education and service components of this proposal are directed at particular population groups: aged homeowners, small businessmen, unemployed youth, consumers, etc. (See Part IV above.)

VII. INSTITUTIONAL PERSONNEL AND RESOURCES

The key University of Detroit personnel who will be involved in the project are:

1. Project Director, Professor Patrick A. Keenan (resume attached, Exhibit F)
2. Assistant Director and Community Coordinator, Ms. Joan Boisvert
3. Research and Development Coordinator and Director of Community Education (open, contingent upon funding)
4. University Representative to Alliance -- presently Rev. J. Richard Dempsey, S.J., Director of Governmental Relations for the University of Detroit
5. Dean of Continuing Education, Dr. Robert Hasenstab
6. President of the University of Detroit, Rev. Malcolm Carron, S.J.
7. Executive Vice President, Dr. Walter F. McCanna
8. Vice President for Academic Affairs, Dr. Warren J. Baker

In addition, the entire University of Detroit faculty, staff and students are available to the Project. A significant number of faculty have been intensely involved from the inception in the design and development of the model. They represent virtually all divisions of the University and it is expected that they and other faculty members will continue and intensify their involvement in Year 2. Among key faculty who have been involved to date are:

9. Dr. Constanzio Miranda, Professor of Engineering (Alliance member and community resident)
10. Dr. George Pickering, Associate Professor of Religious Studies (Alliance member and community resident)

VII. INSTITUTIONAL PERSONNEL AND RESOURCES

11. Dr. John Carroll, Associate Professor of Political Science
12. Dr. Gerald Driggs, Assistant Professor of Sociology and Director of Metropolitan Youth Foundation
13. Dr. Sandra K. Baxter, Assistant Professor of Sociology
14. V. M. Rao Tummala, Professor of Business, Director of Small Business Institute
15. James B. Mosby, Assistant Professor of Economics
16. John T. Reardon, Instructor in Law and Administrator, Urban Law Clinic

In addition to the above, other members of the University faculty and staff will be included as their expertise is needed. The Alliance Project can also tap the rich resources of the professional and day-to-day expertise of the community residents. A list of community residents (Alliance members who participated in the proposal design) is attached as Exhibit C. A significant number of University of Detroit students will be involved in research activities.

VIII. REPLICATION

One of the major areas of policy concerns of both Federal and State government is solving the problem of urban blight. The development of a workable relationship based upon common interest and trust between an urban University and the adjacent community and application of new and existing resources from both to form an urban problem-solving model has national implication. The project will document all methods and procedures utilized in development of the model in order to produce a "road map" for other urban universities and communities to use throughout the nation. Project results and accomplishments will be disseminated through the newspapers and broadcasting media. Final dissemination of results will be in a final report from which informational brochures could be cooperatively prepared through University and community input. If the Project achieves a significant part of its objectives, the model and Project results would be widely publicized to Federal and State government agencies and public and private educational institutions.

IX. CONTINUATION OF INSTITUTIONAL COMMITMENT AND INVOLVEMENT

The model is designed to continue to function after Title I-A funding ceases. It is the belief of the University/Community Alliance that a strong political base is emerging that will be capable of continuing implementation of the objectives established in the Title I-A grant. Ancillary funds will be sought through the community-based, not-for-profit corporation already chartered.

Programs developed by the University, such as one-day seminars, mini-courses, that are perceived of value by the University/Community Alliance can be continued either free of cost or on a small fee basis. The model will seek to develop other funded projects and proposals within the University and through the not-for-profit corporation.

The syllabi and teaching materials developed for the new course offering can be updated and used continually at minimum cost.

X. OTHER INFORMATION

A. The following represent the governmental units, private organizations and community agencies which have a direct or secondary interest in the proposed University/Community Alliance project:

1. Governmental Units

   City of Detroit
   Wayne County Board of Commissioners
   Detroit Public Schools, particularly Region 5
   State of Michigan Department of Education
   Michigan State Housing Development Authority
   Office of Criminal Justice Programs

2. Private Organizations

   All profit and non-profit organizational entities geographically located in the University/Community Alliance area

3. Constituent Groups of the University/Community Alliance

   Martin Park Civic Association
   University District Improvement Association
   Northwest Community Council
   Fitzgerald Community Council
   Bagley Community Council
   University District Community Association
   Northwest Businessmen's Association
   Area Block Clubs

As constituent members, each of the above entities have a vested interest in the success of the University/Community

X. OTHER INFORMATION (continued)

Alliance Project.

B. The proposal has not been submitted to another agency or organization for funding.

C. The proposed Project does not relate in any way to sectarian instruction or religious worship.

D. The Project is intended to be a long-term program which (1) identifies specific community problems, (2) raises community awareness, (3) analyzes and determines causes of community problems, (4) provides the opportunity for expanded continuing education and provides a problem-solving model for addressing future community problems and raising the general quality of life in the University/Community Alliance geographical area. Also, the program provides the mechanism of marshalling the different community interests under a common cause.

XI. TESTIMONIALS

The major testimonial to the success of the project is the formation and establishment of the University/Community Alliance in the first year of the Project. The constitution of the Alliance (Exhibit B) sets up a partnership of all of the leading neighborhood organizations in the University area, with the University of Detroit included as a full partner and major resource contributor.

The formation of the University/Community Alliance is a complex and difficult task, and the primary accomplishment of the first year of the Project, the enactment of the constitution, formation of the Board of Directors and election of officers, all indicate the longevity and endurance of the project.

The University of Detroit has recently renewed its century-long commitment to the City. There has been great emphasis placed on its role as an "urban" university and it is determined to strengthen its competencies in urban programming and to make the maximum contribution to the solution of the problems of the City of Detroit and the neighborhoods surrounding the school. The University's letter of support appears on the following page.

The original community letters of support attached to the original proposal of April 25, 1977 are incorporated herein by reference. The several community groups have performed their commitments to the Project.

University of Detroit
1877
A Centennial University in a Bicentennial Nation

Office of the Executive Vice President 4001 W. McNichols Road, Detroit, Michigan 48221 Telephone: (313) 927-1144

April 27, 1978

Michigan Department of Education
Adult & Continuing Education Services
P. O. Box 30008
Lansing, Michigan 48909

Dear Members of the Michigan Department of Education:

I heartily endorse the University-Community Alliance Proposal. The strengthening of the University to better serve the Community is in the public interest as well as the mutual interest of both the University and the Community.

Thank you for your favorable consideration of our Year 2 Project Proposal.

Sincerely yours,

Walter F. McCanna
Executive Vice President

WFMc:sld

Where Knowledge and Values Develop Together

XII. PROJECT BUDGET

Name of Institution: UNIVERSITY OF DETROIT
Name & Title of
Project Director: Patrick A. Keenan, Director of Community Relations

Project Title: Development of a Problem-Solving Model for an Urban Community through a University-Community Alliance

Federal Funds Requested $92,176.40

Beginning Date 9-20-78 Anticipated Ending Date (ongoing)

Estimated Number of Participants All of the residents within the project area: Approx. 45,000
(Recipients of Program's Services)

Percent of Non-Federal Matching Contributions From: (If more than one institution show contributions of each college or university)	Institution(s)	33.63 %
	Fees	66.37 %
	Other (specify)	100.00 %
	Total	100 %

(1) BUDGET ITEMS	(2) FEDERAL SHARE	(3) LOCAL MATCH	(4) TOTALS
Personnel (List all position titles such as director, secretarial personnel and consultants. Show percent of time on project and per annum salary of each person. Itemize fringe benefits paid by employers, such as social security, retirement, and hospitalization. These may be included if they are normally treated as direct, and not indirect, costs.)	59,065	33,444.23	95,209.23
Supplies and Materials (Itemize costs of office supplies and program supplies, and materials. General capitol equipment may not be purchased with Federal funds.)	7,800		7,800.00
Services (Itemize costs of telephone service, duplicating, printing, computer services, etc.)	1,200		1,200.00
Travel (List and justify essential travel.)	500		500.00
Evaluation (Show cost of evaluation services--note that costs for evaluation should not exceed the percentages or amounts indicated in "Program Evaluation Cost Determination Table," page 11	2,777.81		2,777.81
Other (List and justify other items not covered above.)		13,270	13,270.00
SUBTOTALS			
Overhead (Indirect Costs) must not exceed 15% of total direct costs. Give basis on which institutional overhead is computed. 15% of total	20,833.19		20,833.19
NOTE: Salaries, Service Charges, travel costs, etc. must conform to, and must not exceed the standard rates of the institution. TOTALS	46.714.23	92,176.40	138,890.63

XII. PROJECT BUDGET (continued)

		University	Title I	Total
1.	**PERSONNEL**			
	Project Director (.75 FTE)	$15,000.00		$15,000.00
	Asst. Director & Community Coordinator (1.00 FTE)		$13,590.00	13,590.00
	University Representative to Alliance (.10 FTE)	2,400.00		2,400.00
	Research and Development Coordinator (.5 FTE)		10.450.00	10,450.00
	Faculty Resource Personnel (1,454 hrs. @ $15 per hr. avg.)	4,500.00	17,310.00	21,810.00
	Project Secretary (1.00 FTE)		6,715.00	6.715.00
	Work-Study Students (750 hrs. @ $4 per hr. avg.)		3,000.00	3,000.00
	Benefits (11.5% of total for hourly and salaried personnel, except student research assistants)	11,544.23		11,544.23
2.	**CONSULTANTS**			
	Honoraria for outside speakers in Continuing Education courses/workshops		8,000.00	8,000.00
3.	**EVALUATION**			
	Two percent of total budget		2,777.81	2,777.81
4.	**MATERIALS AND PRINTING**			
	Supplies for continuation of project office and printing community education materials		5,300.00	5,300.00
5.	**TRAVEL** (for visiting speakers)		500.00	500.00
6.	**OTHER-SERVICES**			
	Telephone (12 mo. @ $50 per mo.)		600.00	600.00
	Postage -1st and 3rd class mailings of community education materials to area residents and Alliance Board		2,000.00	2,000.00
	Mailing Service - bulk mailings		500.00	500.00
	Copy Service (12 mo.@ $50 per mo.)		600.00	600.00
7.	**OTHER-SPACE RENTAL**			
	Office space and use of University facilities for meetings, receptions, classes, workshops	13,270.00		13,270.00
8.	**INDIRECT COST:** 15% of Total		20,833.19	20,833.19
	TOTALS	$46,714.23 (33.63%)	$92,176.40 (66.36%)	$138,890.63 (100%)

XIII. COMPLIANCE WITH GUIDELINES FOR PREVIOUSLY FUNDED PROJECTS

1. Evaluation Report: The Progress Report for Year 1 of the University/Community Alliance Project was mailed on April 14, 1978, and is incorporated by reference in this proposal.

   The final evaluation reports by Project staff and Alliance leaders have not yet been prepared because the first year Project is still in process. A number of events of key importance have occurred or will occur in April and May, 1978 (formal constitution of the Alliance, appointment of Board, election of officers, change in personnel, etc.) and will be reported at the end of the fiscal year. Fully updated evaluation report will be filed at the end of Fiscal Year 1978.

2. Strengthened institutional capacity and capability for community service:

   The University of Detroit has learned some valuable and enduring lessons during the first year of operation, and because the Alliance now is institutionalized, is now ready to, and in fact has already begun to increase significantly its ability to contribute and participate in the solution to the city and community problems. The University's letter of support is attached in Part XI.

3. Relationship of Year 2 of Project to present (Year 1) activities:

   The initial Project proposal was for a mainly organizational program. Initial efforts have been and are directed toward organizing the University/Community Alliance, defining the institutional commitment to community problem-solving and designing and testing a model for community problem-solving. The second year of the program will consist of implementation, execution and evaluation of the problem-solving model and techniques and the development of new educational output, materials and applied research, all of which will strengthen the urban problem-solving competency of the University of Detroit working in partnership with the neighboring community groups.

LIST OF EXHIBITS

Exhibit A	Background Information on the University of Detroit
Exhibit B	Constitution of University-Community Alliance (passed 4-19-78)
Exhibit C	List of Persons Participating in Project Design & Proposal Drafting
Exhibit D	Community Profile (draft)
Exhibit E	Alliance Announcement (includes map)
Exhibit F	Resume of Project Director

Father Carron. Well, we want to thank you, Mr. Chairman, for inviting us to address the committee on this important proposed legislation. As the president of an independent urban university I am pleased that the suggested legislation recognizes the increasingly important role our schools are playing in trying to find solutions to the problems of our great cities. Our university, I must add, is one of 28 Jesuit universities—all located in large urban areas of this Nation.

I also want to thank you, Congressman Ford, for your continuing effort in support of the independent colleges and universities of our Nation. You are known as one who has long understood and appreciated the role of independent institutions as equal partners in providing higher education to our citizens.

We at the University of Detroit believe the proposed legislation is vitally important and we enthusiastically favor it. We support it because it will allow those universities such as ours to increase and strengthen our competency to solve urban problems and allow us to develop and share more resources with our neighbors in our city and county.

The proposed bill is a strong one. It is a public investment that will pay a high return in public benefits. The bill reflects the determination to continue the commitment already expressed in the Higher Education Act. Title I is a mandate to mobilize the resources, skills, and goodwill of the Nation's universities, to strengthen their competence and problem-solving skills, to address the most pressing needs of this country. Our decayed cities where our schools are located are at the top of the list.

The local research and problem-solving activities will certainly spill over into the national scene. The addition of the new part C to the act will hasten and enhance a process already well begun in many of our urban universities and particularly at the University of Detroit. It will provide the motivation for other institutions to begin to work with local governments and communities to solve the problems of our Nation's distressed metropolitan areas.

The bill would provide the catalyst to redirect the efforts of the graduate, undergraduate, and community education divisions of the universities. In the past, much of the academic work has been pure research rather than research which has practical applications. The thrust of this legislation will encourage applied research.

Urban universities, like all others, have only three products: Education, research and direct service. We must apply all three products to our Nation's urban problems. We must reach out to our neighbors to insure that nontraditional student groups heretofore excluded from the university campus are able to share in our education and help seek answers. We must redirect our research to the development of practical, coordinated action plans to solve urban problems. We must seek direct involvement in providing the services the people in our cities need.

Your bill recognizes all this and for the first time specifically commissions the Nation's urban universities to make and increase their commitment to seek and apply the solutions and provide these services. For the first time the Congress will, if this legislation is enacted, provide the financial wherewithal to the institutions that are best qualified to make it all happen.

The needs of a city like Detroit cannot be met by one institution or by any single group. We must find the best structure to meld the skills and goodwill of the people who are in government, industry, business, and academic research. The university is the best crucible to create this alchemy. Our own faculty is already intensely involved in a variety of consulting contractual and voluntary relationships with all these sectors. The funds appropriated in the proposed urban grant university program bill would be the catalyst to bring all of the people needed for the effort—faculty, business and government leaders, community and street people—together, and will evoke their best cooperative effort in the university setting. The product will be truly available to the cities where we live and work and to which we have committed ourselves. Problems of our Nation's metropolitan areas cut across traditional academic subject lines and cut across city and county limits. The attempts to solve these problems must therefore be interdiscriplinary in approach and areawide in impact. All of the universities in the Detroit metro area must join forces so each can contribute its greatest strengths in a new cooperative attack on the problems.

The funds projected in this bill are not enough. If we are to save our cities, and do so along the lines proposed by President Carter last month by mainly private investment and efforts, tax incentives and only limited federal subsidies, we shall need the absolute maximum creative research and dedication. Every institution must contribute. Every institution, particularly the independents, must have the opportunity for involvement in the process to make our cities safe, livable, and economically viable.

I would like to offer some specific suggestions from the perspective of an independent urban institution which Congress may wish to consider:

First, perhaps the part of the bill that describes the product sought should be even more specific. The research and service outputs of the universities should be pragmatic, concrete, directed at specific target problems stated in the law, regulation, and grant applications.

Second, every one of the hundreds of universities in the Nation's 72 largest urban areas is a potential participant in the task of seeking solutions to the problems of our cities. Every one has skills and ideas and people to contribute. But at the appropriation levels of the bill, if even half of these institutions apply, the grants awarded may be too diffused and diluted to achieve the impact the legislation seeks. Certainly, the appropriations should be higher.

Third, the committee should insure that the bill and regulations provide for maximum participation by the independent universities. Our schools should be equal partners in finding solutions to the problems of the cities we serve. There should be independent college representation on the advisory council, and some method to insure that an appropriate percentage of grants be allocated to the independents.

Fourth, Congress may wish to insure the definition of "urban university" which refers to offering "a wide range of professional and graduate programs" be interpreted to allow participation by smaller, independent institutions which have perhaps only a very few graduate programs, but which have very important and specialized urban skills and knowledge to bring to bear on the problems of the cities they serve.

From its beginning more than a century ago, our university has seen itself as an integral part of Detroit—sharing in its problems and progress. We have always been a school for the city's people. In our early years, we served the educational needs of the children of the city's immigrant population. Later we were known as the "streetcar" college because so many came to us as day students. Even today we continue this commitment. About 22 percent of our enrollment is made up of minority students, almost all of whom come from Detroit and who will remain in Detroit as professional people who will make their careers in our town.

In recent years we have stretched the few dollars we have to provide direct services to the people of Detroit. Independent universities, you know, have a way of making a dollar go a long way. I won't go through the entire list of things we do, but I would like to give you a few examples of the programs we offer to our city and our neighbors. With the impetus of an urban grant as proposed in the bill, we could expand existing services and assemble more innovative packages to Detroit's benefit. We have clinics at both the law and dental schools which are open to the public. The dental clinic handles 100,000 patient visits a year for dental work done at a moderate price. In fact, as more and more dentists leave the central city our clinic is taking on an increasingly important role in the health care of the Detroit population. The law clinic provides free legal services in civil and criminal cases to a large number of the city's low income persons.

We also have a psychology clinic which offers psychotherapy to people who would normally not be able to afford psychiatric care. Students work with staff professionals to provide psychotherapy, marital counseling and group therapy.

In recent years we have taken on special projects aimed at helping the city. For instance, our students planned the emergency medical service which is now being operated by the city of Detroit. They also planned the medical health screening process in use at Detroit General Hospital. And, our students and faculty have worked in partnership with the city of Detroit Department of Environmental Protection to develop innovative systems of solid waste disposal and recycling.

More recently we have established and expanded our Community Relations Department and just last week submitted an application for a title I grant for the 2d year of an innovative community problem solving model. The people who live in the neighborhood around our school have joined in an alliance with the university and together we have designed education, research and direct service programs to solve our neighborhood problems. (A copy of the program description is filed with this statement.) We are optimistic about this proposal which will bring onto our campus our neighbors in the Detroit community to help us design research and community education programs to meet the most pressing needs of our community and city as perceived by the people who live here. Already the alliance has defined and established priority research tools and community education courses to solve the problems. If funded we will within the next year direct our resources toward the problems of commercial strip deterioration, housing blight and insufficient youth services. This community education and service approach envisioned by part A of title I is a good start. But our cities really need the comprehensive programings described in this legislation. The work would be more intensive. The solutions will come more quickly.

In closing, let me emphasize the importance of this legislation and compliment the Members of Congress who had the vision to develop it. This law will enable urban universities to expand and intensify their efforts to aid our great but troubled urban centers like the city of Detroit. Our university has always been linked with the future of our city—this legislation will help us to strengthen that bond.

Thank you, Mr. Chairman.

Mr. FORD. Thank you very much.

Before we go any further, I would like to introduce the members who have just joined us at the table. To my left is the ranking Republican member on the committee. We have now established the proper political balance with Reverend Buchanan, a newly ordained practicing Baptist preacher from Alabama who is a cosponsor of this legislation and a very strong supporter of the programs aimed at urban based universities.

He is late because he has flown in from Washington this morning for this hearing and just experienced our efficient expressway system.

To my right, a new Member of the Congress—and the Education and Labor Committee—and those of you acquainted with education in this State know very well, indeed, Dale Kildee from Flint, Mich. Before joining us in Washington he was chairman of the Education Appropriations Committee in the Michigan Senate and has a long well-established record as a friend of education and also an expert in the field.

Father Carron, I would like to thank you not only for your participation today, but point out to you that this committee has been very deeply involved for some few months in our attempts to enact what is called the Middle Income Student Assistance Act.

One of the first groups to join us and support this legislation was the Association of Jesuit Colleges and Universities. One of the very first witnesses to testify in favor of the legislation before it was adopted by our full committee and sent to the floor of the House was Father Timothy Healy from Georgetown, who spoke on behalf of all of your institutions in favor of this legislation.

The committee is grateful to have that kind of support for that legislation and for this legislation.

I would like to thank you also for your kind comments about our concern for maintaining the independent colleges. I am not a University of Detroit graduate, but it is the University of Denver Methodist School. I am not even sure I knew it was a Methodist school when I signed up out there.

I am very pleased to have your attendance and particularly the appendix you attached with your application, because if one looks at the application and project proposal you attached to your testimony, it really is a description of at least what I conceptualize the whole purpose of this legislation to be. By making this application under title I of the Higher Education Act, you have suggested a link by which we could make this legislation an amendment of the Higher Education Act at the appropriate time.

Father CARRON. We hesitated, because we don't have the money yet.

Mr. FORD. That is a little bit of a problem. We may be a little late with the money this year, but it is not because of any lack of commitment to the programs. We have some complicating factors that are making movement of education legislation in Washington quite difficult at the moment.

I note also your criticism of the level of funding suggested by this legislation. I hasten to say that there are now 56 Members of the House who have cosponsored this legislation, and I suspect that all of them would agree with you that the level of funding suggested by the legislation, itself, is not anywhere close to ambitious enough.

However, it is easier to get a small mouse through the door than an elephant. Once the camel's nose is under the tent, then we will start talking about the amount. It was a principle I learned from a very young Walter Reuther that first you agree on the principle, and then you start talking about how much it is going to cost.

We would hope that if we can develop the principles in institutions like your own, we will move quickly to utilize a program in a way that will make it apparent to the rest of the country that this is something worthwhile, and that greater resources from the Federal level will follow on.

I think it is important to us that people like yourself continue to suggest that this is a very modest underpriced approach, because that will not in any way at all hurt us in trying to add yet another program in the year of big deficits.

We don't really visualize this as being a new program. We visualize it as a recognition of the initiative of schools like yours have taken. It is an attempt to recognize the phenomenon that, unfortunately, is not recognized by a large number of the people in the country, and that is the unique characteristics of the urban universities.

It was somewhat difficult for the draftsmen to define an urban university in a way that very clearly would put you and Wayne University in and leave Harvard out, but that was part of what we had in mind. Even John Brademas who sits on the board at Harvard is a cosponsor of the legislation. He still believes in the urban university and the unique opportunity that the urban university has to participate.

You made mention of the definition with respect to the urban university program. We have narrowed that definition somewhat, primarily because of the concerns that the traditional black colleges had, and we are now approaching the idea that we do not want this legislation to be identified as a northern, eastern, western or southern piece of legislation.

As it is now tailored, there is not really any one part of the United States—there are no regional problems involved, because there are, in fact, urban universities that fit the description of this legislation throughout the United States from our very largest cities to some relatively small cities compressed together and in an urbanized setting.

What we in Detroit consider urban living and what people in other parts of the country consider urban living differs a little bit, but Mr. Harrison and others have tried to take that into account. I think that, in large part, explains the broad basis of support we have from members of both political parties in the Congress with names that you associate normally with agricultural interests as well as names that you associate normally with big city interests.

Mr. Buchanan?

Mr. **Buchanan**. Thank you, Mr. Chairman.

First, let me say it is a privilege to be here in Detroit. I am a Republican from Alabama, but I feel at home for several reasons.

First, one of the other hats I wear is to serve on the Subcommittee on Africa led by the incumbent Congressman from this congressional district, Charles Diggs, who is, I think, one of the real authorities on Africa in this country. Second, I came to Congress at the same time as John Conyers, who represents the contiguous district. Most of all, I feel at home because of my two colleagues beside me.

This university in which we are meeting, specifically, along with all the educational institutions of Michigan, are direct beneficiaries of the leadership and contribution of Dale Kildee. All of us in Washington share your admiration for his ability and leadership.

I am sitting beside my Chairman who I hope the people of Michigan realize has been for years now one of the primary architects of all of the Federal legislation on education, which has benefited institutions at every level in this country. Bill Ford has been one of two or three Members of Congress most responsible for all of the education legislation that has been enacted in Washington in the recent years. This is especially true of the middle income assistance legislation, Father, and I would join the chairman in his expression of appreciation to the Jesuits for their support.

This presidential initiative which we welcome, all of us, was in large part a Bill Ford initiative, and I just want to thank this good Catholic for the prayer meetings we have had which resulted in this major program for assistance to the colleges and postsecondary students throughout the United States. Bill Ford, of course, is the primary architect of this legislation which has been my privilege to cosponsor. I doubt if any individual has contributed more to education in the United States than our chairman, Congressman Bill Ford, and I appreciate what he has done for you and for all of us in the United States in this area.

Father, one of the questions that has been raised is that this bill does not have any specific provisions for consortium arrangements.

Do you feel this might be a valuable change, or do you think the bill is all right as it is?

Father **Carron**. No. I did touch on that just briefly in my statement, that if there is something to be done, then you ought to deal with the strengths of many institutions to get it done.

President Gullen and I have already talked about this lack in the legislation, and we would certainly want to encourage you to write the legislation so that at least that's possible. I don't know whether it should be insisted upon, but that it should be possible when feasible

Mr. BUCHANAN. Well, I apologize if I queried an area upon which you have already touched. I want you to know we will read with great care your testimony, and I am sorry we could not get here in time to hear it in full.

I want to thank you again for your contribution.

Mr. FORD. I, of course, want to thank the gentleman from Alabama for his kindness. We have recently been locked in a very bitter—perhaps the most bitter battle since I have been on committee—over where the funds for the title I elementary and secondary education are going to be. I succeeded in amending the act so that it takes a very considerable amount of money out of his State and puts it in my State.

Mr. BUCHANAN. There are times, Mr. Chairman, when you are too effective.

Mr. FORD. So, we are starting to communicate with each other again.

Mr. Kildee?

Mr. KILDEE. Thank you very much, Mr. Chairman.

This is really a déjà vu for me looking out in the audience and seeing people I have known for years and who testified before the committee that I served on in the State legislature.

I think we in Michigan have shown what a partnership we can have in the public and nonpublic colleges in the State. I think the cooperation between President Carron and President Gullen can be emulated throughout the country, and I think the Congress should encourage that type of cooperation.

I want to express my appreciation for Chairman Ford, who has guided me well in the committee. I will indicate, as Mr. Buchanan has indicated, that Mr. Ford is very effective. We did have a great coup in Congress a month ago with Mr. Buchanan and Chairman Ford, but I think Mr. Buchanan's amendment on that was very specific and——

Mr. FORD. We gave Mr. Buchanan some of New York's money.

Mr. KILDEE. But it is good to be here and see again—just the very physical presence here on this campus—the cooperation between the two fine institutions sharing the same urban area.

Thank you, Mr. Chairman.

Mr. FORD. Thank you very much, Father Carron.

I'd like to call on President George Gullen, president of Wayne State University.

Without objection, the prepared statement as submitted by President Gullen will be inserted in full at this point in the record.

You may proceed to add to it, amplify it or highlight any part of it in any order you feel more comfortable.

[The statement of George Gullen follows:]

TESTIMONY OF GEORGE E. GULLEN, JR., PRESIDENT, WAYNE STATE UNIVERSITY

We are most honored to be able to participate in the hearings on H.R. 7328, the Urban Grant University Act of 1977. In our testimony today we will be indicating our strong support for this legislation, and based on our 110-year service to one of America's major urban areas, the reasons for this support.

Wayne State University serves a metropolitan area of some 3.5 million people -- the fifth largest in the U.S.. Over 90 percent of our 33,369 students are daily commuters. Seventy-five percent are gainfully employed during the course of their studies. Roughly one-third of the students are freshmen-sophomores, one-third juniors-seniors, and one-third graduate-professional. Sixty-three percent are full-time and thirty-six percent part-time students. Women make up 46 percent of the student body, and 29 percent of our students are non-white. There are 127,000 living alumni, of whom nearly 100,000 remain in Michigan. Wayne State University is the 9th largest employer in Wayne County and the 12th largest in the tri-county area -- the industrial heartland of America. In 1977, we granted 5,783 degrees of which nearly 50 percent were in graduate and professional programs.

Our development of urban oriented education through regular course offerings and through a special curriculum in a weekend College has been extensive. There are some 2500 working adults enrolled in a full-time curriculum in the Weekend College alone. There also is a broad base Urban Studies co-major in the College of Liberal Arts. Our urban research and service activities are so extensive that effectively the entire University has responded to the needs of an urban society. The attached report makes this abundantly clear.

Our Centers and Institutes of Urban Studies, Industrial and Labor Relations, Gerontology, Black Studies, Health Care, Conflict Resolution, Labor and Urban Archives, and Criminal Justice are but a few examples of the institutional steps we have taken to better serve the needs of this urban area. We have for a long time taken to heart the urban university findings of the Carnegie Commission on Higher Education Report, The Campus and the City, McGraw-Hill, 1972:

> "Perhaps more important than any of our specific recommendations is the necessity that colleges and universities, cities, counties, states, and federal government reassess their activities in terms of positive contributions designed to improve both the quality and quantity of educational resources within our metropolitan areas, and particularly within our inner cities, and effectively to mobilize the research and service capacities within higher education toward the goal of enhancing the quality of urban life....."
>
> "The land-grant college movement was one of the most revolutionary ideas in the history of higher education both in the United States and in the world. It provided the momentum for the development of colleges with a new sense of direction to the needs of a dominant force in American Society at that time - rural America. Today we need a similar commitment to direct the attention of our colleges and universities to the concerns of urban America."

Given our history and our future commitments there is little doubt that Wayne State University fits HR 7328's definition of an urban grant university, and as such we find the legislation timely and most important. Our support is based on far more than the need for additional funds in order to deal more effectively with urban problems. It is based on three major considerations:

1. The enactment of this legislation and the appropriation of the recommended funds will establish a special role for the urban universities in relation to the cities where they are located;
2. The Program Development Assistance, the Project Assistance, the Comprehensive Program Assistance Grants, and the Advisory Council, should make it possible for Urban Grant Universities to develop the type of systemic relationship with the institutions and people of their metropolitan areas, which has been most difficult to achieve in the past. The result will not only be the more efficient use of existing resources, but new resources will be attracted to the service of the city;
3. Finally, this legislation will develop a national network of Urban Universities which will be able to share discoveries, innovations, compare local conditions, evaluate national policies, and develop a multi-disciplinary science and technology for urban America. The establishment of credit and non-credit urban oriented adult education programs also will be encouraged.

These three major considerations deal with one overriding problem, which we see HR 7328 addressing itself to, namely the need for developing a systemic interrelationship between urban universities and the cities, much as is the relationship between land grant universities and American agriculture. What we see the legislation doing is developing a special capacity within urban located universities, between urban located universities, between urban located universities and their metropolitan areas, and between these universities and the federal and state governments.

By systemic inter-relation we mean a relationship which goes beyond the expert individuals in our universities who are concerned with urban issues and policies. We mean a systemic institutional inter-relation which reconciles and bridges the different functions of universities and cities (without confusing them) in such a way as to make more efficient use of existing resources in the solution of urban problems. The passage of HR 7328 will allow for the development of new urban programs and resources, and for the expansion and refinement of existing ones.

There all too often is an institutional gap between our cosmopolitan public and private Universities -- Michigan, Berkeley, Harvard, Chicago, Columbia -- and the four-year teaching institutions. What is missing is the recognition of institutions which have a research, service, and teaching function, but which relate to specific urban areas, rather than to the world as a whole. This legislation recognizes the existence of these important institutions and promises to give them the resources needed to articulate a meaningful urban role. It is in this sense that HR 7328 will be landmark legislation.

In the Campus and the City the Carnegie Commission identified seven ways in which the urban campus relates to the city:

> In serving urban students.
>
> In training for new occupations related to the needs of the city.
>
> In providing general understanding to students and the public about the nature of urban civilization.
>
> In conducting research through the individual faculty members on urban problems.
>
> In providing service through its faculty members and students to hospitals, schools, and so forth.
>
> In being a neighbor living in the same general environment.
>
> In acting as an employer of local citizens.

With the passage of HR 7328, Wayne State and other similarly situated urban universities will be able to serve more effectively in all of these areas.

In the 1960's, the educational role of Wayne State was manifested in three primary areas -- a high level of of undergraduate education, sophisticated programs to provide access to higher education for thousands of inner city youths, and the development of professional and graduate programs. While these efforts must be continued, a major issue in the 1970's is access to higher education by working adults, and continuing education for professionals to keep their skills in line with the progress of science and technology. HR 7328 will provide the means for meeting this challenge. Wayne State University has developed a number of urban educational models which could easily be shared with the kind of network of Urban Grant Universities which will be made meaningful by the passage of HR 7328.

Costs can be reduced by sharing such items as urban oriented TV courses which already are in extensive use at Wayne State. Standards could be developed by some common evaluation and through research activities.

Wayne State, this year, already has shared its expertise in the development of a Weekend College for working adults through formal workshop sessions with representatives of some fifteen urban oriented colleges and universities. This kind of sharing would be most cost effective if a network of urban universities existed and had funds for experimentation and development.

The systematic sharing of urban service functions is not limited only to access to higher education. A number of institutions have developed models for institutional consortia with city governments with a view to helping resolve the traditional problems of research and service cooperation between institutions with such different time horizons and work procedures as governments and universities. The legislation would allow experimentation and development of such structural innovations. Most funding agencies do not support this kind of work.

Wayne State and the City of Detroit have instituted a consortial effort in the areas of research and consultation. This consortium has attracted the interest of key Detroit area institutions. It also has engendered specific inquiries from some 20 urban colleges and universities outside the State of Michigan. In the Detroit area it has attracted the interest of New Detroit, Inc., the Greater Detroit Board of Commerce, the United Auto Workers, the University of Detroit, Wayne Councy Community College, Michigan State University, and the Southeast Michigan League of Community Colleges. There also are ongoing discussions with the University of Michigan. The passage of HR 7328 will permit the consortium to be expanded in a most meaningful way.

We see the main asset of this legislation in the fact that it addresses itself to a structural need of urban America which is only partially being met, and which is essential if the scientific and technical resources of the university are to be effectively used in dealing with our urban problems. The fact is the urban university can provide a meeting point between modern knowledge and urban practice.

The attached Report is a partial statement of ongoing urban related programs and activities at Wayne State University. However, I will now take the liberty of touching upon some of the highlights. The concerned deans and directors are here with us today so that they can respond to any specific programmatic or structural questions the Committee might like to ask.

Our College of Engineering is concerned actively with problems relating to transportation, energy, environment, and productivity. The Departments of Mechanical and Civil Engineering are currently working on problems relating to the whole area of mass transit planning and the automobile. Funding under the relevant sections of HR 7328 would allow for needed expanded research on, for example, the interfacing of mass transit with current traffic control systems. More far reaching studies could be conducted so as to redesign urban transportation facilities which will improve safety and reduce energy consumption. Needless to say, the kind of assistance which would be available under the various provisions of HR 7328 will be essential to the continued development of an integrated Engineering College program in the areas just mentioned.

Wayne State University has the second largest Medical School in the country. The College of Nursing has been central to the professional training of nurses in our metropolitan area. It is not only developing innovations in this traditional area but also in the area of public education by nurses for health care and related issues. The Program Development and Project Assistance Funds which will be available under the Act will enable our medical and nursing faculties to relate teaching and research interests more directly to the City and its problems.

The Wayne State University Clinics Building and its operational entity, the Health Care Institute further epitomize the University's commitment to innovation—service education programs. A new forty-eight million dollar building is located in the center of the Detroit Medical Center complex. The primary recipients of the service aspects of the program are the inhabitants of inner city Detroit. We are developing an exciting new program of delivering primary care, family medicine, and the services of the allied health professions. There is a prime interest in the training of professionals and the delivery of care in the ambulatory setting. The relevant titles of HR 7328 will allow the Health Care Institute to develop research projects, and thus share its experience with other cities and universities in the areas of accessibility of ambulatory health and medical care, the appropriateness of such care, and the measure of patient satisfaction and cost. Research in these areas may in many ways answer the proclaimed crisis in medical care in the United States today.

Our School of Social Work trains administrators and other professionals for work in the cities. There is need to expand continuing education in this area so as to strengthen the effectiveness of practitioners particularly with respect to work with ethnic and minority groups. There is need for the programatic expansion which would be encouraged under HR 7328 so as to make faculty time available to agencies for consultations on program development, research and evaluation.

The Detroit Metropolitan area has long been heavily reliant upon the training service of Wayne State's College of Education. Some 20 percent of the principals and superintendents in the State of Michigan have received their initial training at the College. Some 58 percent of minority administrators received this training at Wayne State. The College already is involved in many collaborative efforts with the Detroit schools which are designed to resolve school problems. There is a primary concern with quality teachers and professional school staff training. The passage of HR 7328 would allow the College to undertake meaningful additional research on the kind of teaching that will lead to effective outcomes in schools situated in intensive urban environments. The College would also be enabled to focus on providing resources to develop model training programs.

Our College of Lifelong Learning is one of our closest links to the urban community in which we are located. It includes the Weekend College, a Division of Community Services, and a full program of continuing and adult education.

The Division provides academic, social, cultural, and recreation centers in the urban area. It also operates a Federal Metro College as a credit program for civil servants in the downtown area. The Metro College has proved especially effective in expanding the career potential of minority workers. The University, through the College of Lifelong Learning, is committed to the philosophy that every adult should have the opportunity to attend college if he or she wishes. The emphasis is on the urban population. The passage of HR 7328 will allow for experimentation and research on the development of a national urban grid to effectuate a sharing of information amongst urban universities in a major thrust to provide meaningful education to adults.

I mentioned the Weekend College earlier. This exciting new credit program leading to a Bachelor's degree has enrolled therein over 2,000 Detroit area trade unionists. It was set up after consultation with the top officers of the UAW, the Wayne County AFL-CIO, and concerned management representatives.

The labor education program operated out of the Wayne State office of a joint University of Michigan-Wayne State University is the largest and the most imaginative in the country. Its Labor School, its Workers' Basic Study Program, and its special program for working women are attended by several thousand unionists each year. A close working relationship is maintained with a community based Labor Advisory Committee.

This labor education program recognizes that working people will remain an integral part of the city proper. The passage of HR 7328 will enable us to continue and expand our efforts to improve the quality of life for the working people of this great urban center.

The urban commitment of our College of Liberal Arts is so substantial that it is not possible to detail it here. However, a number of the programs are described in the attached report. These include subject areas ranging from Economics to Psychology, and Political Science to Family and Consumer Resources.

The Economics Department has spearheaded research on the Michigan economy, manpower and productivity.

The Political Science Department, through a specialized curriculum, is making a substantial contribution to the development and upgrading of law enforcement personnel. Such credit subjects as Management Training, Command Officer Development, and Executive Development are currently being taken by over 500 Detroit area police officers who are studying for Bachelor degrees.

The Department also offers a graduate degree in the ciminal justice area. Over 100 law enforcement officials are enrolled in this graduate program. At the request of the city administration, special curricula are also being developed for top and middle level city management. The regular curriculum of the Department includes such urban related courses as: The Urban Political Process, Environmental Law and Public Policy, Public Personnel Administration, Problems in Urban Government Comparative Regional Analysis, and Public Management Training. The passage of the new law would allow us to carry this kind of knowledge to practitioners as well as to matriculated students. Further, we could share the results of these and other urban programs with other universities.

Our Hilberry Repertory Theatre, known nationwide, has long been a magnet for drawing people into the inner city. Special arrangements are made for hundreds of inner-city children and senior citiziens to attend performances each year. Similarly, our exciting new Black Theatre program adds another dimension and greatly contributes to the cultural life of the City.

We have a fine College of Business Administration which effectively relates to the educational needs of our great Michigan based corporations. The Management Center of the Institute of Labor and Industrial Relations conducts a year-long program of non-credit courses in the areas of Management Development and Personnel Administration. These range from Workers' Compensation for Personnel and Medical Staff to effective Personnel Administration.

Our labor and urban archives, nationally recognized, provide a unique urban research and development tool for studying the ever-changing process of urbanization and industrialization. Such a facility is essential for the education, research and service function of a great university concerned with its urban environs. The development of many kinds of essential urban related histories, theory, policy and practice in productivity, quality of life, and social services depend on this unique resource. Scholars from all over the world regularly spend time studying in our Reuther Library of Labor and Urban Affairs.

I have presented only a partial overview of our urban activities. I hope it indicates, however, that we are making a major commitment to the solution of urban problems. We support H.R. 7328 and congratulate you, Congressman Ford and the members of your Subcommittee, for proposing legislation which will enable the collective wisdom of the urban universities, and of the federal, city, state and local governments to be mobilized in a national effort to improve the quality of urban life.

In conclusion, I would like to read a quotation, the source of which is unknown to me, which I believe is most expressive of the role and mission of an urban university:

> "The urban university of today, for its time, should be like the medieval cathedral in its day, for its time, giving something of eternity to the city of man. Out of it flowing the currents that life and sustain life."

WAYNE STATE UNIVERSITY

ROLE OF COLLEGE OF EDUCATION IN URBAN EDUCATION

Michigan's urban center is more reliant upon the training service of Wayne State's College of Education than it is upon any other single source that trains educators. This is true whether one compares the College's services to those of other institutions serving the Greater Urban Metropolitan area made up of Wayne, Oakland and Macomb Counties or whether one confines the comparison to just those services rendered in Wayne County's metropolitan schools. It is particularly true if the comparison is made in terms of personnel who take employment in the schools of the City of Detroit. Thirty-four per cent of the professional personnel (teachers and administrators) who work in Wayne County received their initial training at Wayne State's College of Education. Twenty-nine per cent of the professional personnel in the tri-county area's schools were trained at Wayne State University's College of Education. More than one-third of the school personnel in the City of Detroit were initially trained at Wayne State and better than two-thirds, we estimate, received at least a part of their training from Wayne. As the data below which was taken from the Michigan Department of Education's Personnel Register for 1976-77 shows, no other institution of higher education in the state has an urban training thrust for school personnel comparable to that of Wayne State University.

If one excludes from consideration those Michigan administrators who received their initial training outside of Michigan, the state's data show that twenty per cent of the principals and superintendents in the state received their initial training at Wayne State's College of Education. Among minority administrators an astounding fifty-eight per cent were trained initially at Wayne State. Most of these professionals, administrators and teachers alike, whether they work in cities or on their fringes, tend to work in the most

224

intensive problem environments in the state. We estimate that over ninety per cent are placed in settings most likely to be denoted as urban even if they are not all in the core city. Through the thousands of practicing teachers and administrators trained at its College of Education, Wayne State, more than any other Michigan institution, leads the state in meeting the critical education needs of urban citizens -- particularly the ethnic and racial minorities.[1]

CHART 1

Institutions	Number of Personnel Trained	Percent of Column #1	Number Employed in Detroit	Number Employed in Wayne County	Percent of Column #4	Number Employed in Tri-County	Percent of Column #6	Percent of Trained Professionals Working in Tri-County	Number of Employed Outside of Tri-County	Percent of Column #9
Column #'s	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
WSU	14,053	60%	4,645	8,446	33%	13,068	28.8%	93%	985	7%
U. of M.	7,310	33%		2,440	9.9%	3,593	7.9%	49%	3,717	50.8%
Mich. S.	13,956	9%		1,293	5.3%	3,771	8.3%	27%	10,165	72.8%
Western	13,936	7%		907	3.7%	2,308	5.1%	17%	11,628	83.4%
Eastern	11,890	38%		4,463	18.1%	6,889	15.2%	58%	5,001	42%
Central	12,790	5%		588	2.4%	2,158	4.8%	17%	10,632	83%
Northern	4,186	5%		198	.008%	668	1.5%	16%	3,518	84%
Others in Michigan	13,897	17%		2,371	9.6%	5,561	12.2%	40%	8,336	60%
Others Outside	17,446	22%		3,901	15.9%	7,381	16.3%	42%	10,065	57.7%
	109,464			24,607		45,397				

LEADERSHIP PERSONNEL	Total Trained	% of Grand Total	Excluding Those Trained Outside of Michigan	% Minorities Excluding Those Out of Michigan	Minorities	% of Grand Total	% of Minority Teachers	Blacks	% of Total Minorities	% of Total # of Blacks
UM	725	8.2	9.9	14.8	125	1.4	11.2	122	10.9	11.6
MSU	1043	11.8	14.2	5.1	43	.5	3.9	37	3.3	3.5
WMU	973	11.0	13.3	5.0	42	.5	3.8	37	3.3	3.5
EMU	881	10.0	12.0	7.2	61	.7	5.5	59	5.3	5.6
CMU	897	10.2	12.2	1.7	16	.2	1.3	10	.9	.9
NMU	360	4.1	4.9	.2	2	.0	.2	1	.1	.1
Others in Mich.	880	10.0	12.0	8.5	72	.8	6.5	66	5.9	6.3
Others Outside Mich.	1479	16.8	-	-	271	3.1	24.3	249	22.3	23.6
WSU	1582	17.9	21.6	57.5	485	5.5	43.5	475	42.6	45.0
Total	8820		7341	844	1115			1056		

This latter aspect of the University's over all mission is further borne out through the College of Education's successful efforts in supporting the ancillary or non-instructional and non-administrative needs of urban schools. For in addition to fulfilling its basic mission of preparing teachers and in providing graduate study at the master's, specialist, and doctoral levels, the College of Education is involved in a multiplicity of programs under grants and contracts to initiate innovative developments and conduct appropriate research. Programs include:

1. U.S.O.E. Training Institute for Desegregated Education[1]
   7/1/77 - 6/30/78 -- $315,343

   (Funded in conjunction with court ordered desegretation in Detroit.)
2. The Detroit Center for Professional Growth and Development[2]
   10/1/77 - 9/30/78 -- $450,000

   (Granted by the State for the purpose of providing in-service training to teachers.)
3. U.S.O.E. Teacher Corps for Recruitment and Selection[3]
   1/1/77 - 12/31/78 -- $731,318
4. U.S.O.E. Detroit Teacher Center Corps Project
   6/1/77 - 8/31/78 -- $208,699
5. State Department of Education Senior Intensified Program
   7/1/77 - 6/30/78 -- $109,740
6. U.S.O.E. - Bilingual/Bicultural Teacher Education Program
   9/1/77 - 8/31/78 -- $85,114

   (Although the Bilingual/Bicultural Grant is not exclusively an urban project, because of the location of Wayne State University, persons completing this program will in all likelihood remain in the urban area.
7. The City of Detroit-Rehabilitation Counselor Training Program 7/1/77 - 6/30/78 -- $14,840

---

[1] This program in school staff in-service training was recognized as the best program of its kind in the nation in both 1975 and 1976.

[2] This teacher Center was the first awarded a state grant in Michigan and is viewed as a model all over the country. Visitors from English teacher centers have studied this model since its inception in 1975.

[3] Through this effort the College serves as a resource for teachers in fourteen states across the Midwest.

8. S.R.S. Traineeship in Rehabilitation Counseling
   7/1/77 - 6/30/78 -- $26,550 (Primarily for urban area.)
9. Detroit Public Schools Inservice Training in Career Education
   8/29/77 - 8/28/78 -- $28,878
10. U.S.O.E. P.A.G./Program Assistance Grant for Curriculum Reorganization
    7/1/77 - 6/30/78 -- $85,000

All of the above grants or contracts are designed to improve the quality of life for those who live and work in intensive urban environments and to expand opportunities for youths seeking an education. The College in addition is involved in many collaborative efforts with the Detroit Schools which are designed to resolve school problems. The Federal Court in 1975, for example, ordered schools to desegregate in Detroit. The faculty of the College of Education has been and continues to be involved in the educational components of Guidance and Counseling, Evaluation and Testing, Reading, Vocational Education, Student Code of Conduct, Middle School Curriculum, etc. The faculty of the College of Education has been involved in Court-mandated Inservice Education activities in the area of Teacher Expectations, Human Relations, and Minority Culture.

Quality: The Need for Improvement

Despite our best efforts it is clear to those of us who train professional school staff personnel that we must do a better job. To a considerable extent Colleges of Education are disadvantaged today because of their past successes. In the 1870's, for example, the school age population stood at twelve million and neither the small numbers of teachers available for public education nor the poor quality of their training bothered most public school supporters with the exception of a few forward thinkers like Horace Mann and Henry Barnard. But following the baby boom of the World War II years the training of teachers became a national priority. Largely it was a numbers priority, however, and the efforts to get warm bodies in front of classrooms made teacher training a premium concern.

Today the primary concern is with quality teacher and professional school staff training. The College of Education, for example, is within the boundaries of the State's largest school district. It has awesome problems relating to quality. If we were to rank the schools on a scale of 1 - 560, for example, according to pupil learning outcomes in reading and math, this district of nearly a quarter million youngsters is number 552. (For County comparisons see MEAP Scores at end of Report.)

If money were available the College would undertake longitudinal research on the kind of teaching that will lead to effective outcomes in schools situated in intensive urban environments. Such a program would require the taking over of a school and costs approximately would be:

12 Teachers @ $26,000 ea.	$ 312,000
1 Director @ $30,000	30,000
2 Evaluators @ $18,000 ea.	36,000
100 x 1000 Equipt. & Supplies	100,000
3 Custodians @ $15,000	45,000
1 Engineer @ $24,000	24,000
	$ 547,000

In addition we would undertake the following as a part of our basic College program:

1. Establish a cadre of faculty who would take over a high school constellation with Public School personnel -- 1/2 time basis.
2. Increase the scope of teacher center activities.
3. Design and develop modules which speak to the problems as identified by Public School staff and the public.
4. Establish a Center for parent education.
5. Increase the size and scope of our learning disabilities and guidance and counseling clinics.
6. Establish a Center for administrative research and development -- staffed by College faculty and selected Detroit administrators.

The Detroit Public Schools has just completed a master plan for staff development and inservice education. A portion of that document speaks to Wayne State's College of Education role: "Colleges and universities have a responsibility to respond to the needs of the school districts. Wayne State University is a near neighbor to the school system and has demonstrated a commitment to respond to the needs of the urban schools. The response has been and continues to be in terms of identified priorities of the school system and represents a contribution to the renewal of the schools. Wayne State should focus on providing resources to develop model training programs which highlight the continuing education concept of preservice through orientation, induction and inservice of teachers in an urban setting."

```
                              MEAP 1975/76 SCORES (MEDIANS)
                              -----------------------------
                              FOR WAYNE COUNTY DISTRICTS
                              --------------------------

    RANK       COUNTY DISTRICT     DISTRICT NAME           GRADE 4 READ
    ----       ------ --------     -------------           ------------

      1          82     055        GROSSE POINTE P              86
      2          82     220        NORTH DEARBORN               85
      3          82     390        NORTHVILLE PUBL              85
      4          82     020        ALLEN PARK PUBL              82
      5          82     110        REDFORD UNION S              80
      6          82     300        GROSSE ILE TOWN              80
      7          82     040        DEARBORN HGTS S              77
      8          82     090        LIVONIA PUBLIC               77
      9          82     155        TRENTON PUBLIC               77
     10          82     180        FLAT ROCK COMMU              77
     11          82     320        CITY OF HARPER               77
     12          82     140        SOUTH REDFORD S              75
     13          82     405        SOUTHGATE COMMU              75
     14          82     100        PLYMOUTH COMMUN              74
     15          82     230        CRESTWOOD SCHOO              74
     16          82     400        RIVERVIEW COMMU              74
     17          82     290        GIBRALTAR SCHOO              73
     18          82     170        WYANDOTTE CITY               72
     19          82     030        DEARBORN CITY S              70
     20          82     050        GARDEN CITY SCH              66
     21          82     150        TAYLOR SCHOOL D              66
     22          82     160        WAYNE WESTLAND               66
     23          82     045        MELVINDALE N AL              65
     24          82     365        WOODHAVEN SCHOO              65
     25          82     025        CHERRY HILL SCH              63
     26          82     090        LINCOLN PARK PU              63
     27          82     430        VAN BUREN PUB S              62
     28          82     060        HAMTRAMCK PUBLI              60
     29          82     120        RIVER ROUGE CIT              60
     30          82     070        HIGHLAND PARK C              54
     31          82     240        WESTWOOD COMMUN              54
     32          82     250        ECORSE PUBLIC S              49
     33          82     130        ROMULUS COMMUNI              47
     34          82     340        HURON SCHOOL DI              47
     35          82     010        DETROIT CITY SC              42
     36          82     080        INKSTER CITY SC              35
  END OF FILE
```

```
                         MEAP 1975/76 SCORES (MEDIANS)
                         -----------------------------
                          FOR WAYNE COUNTY DISTRICTS
                          --------------------------

  RANK        COUNTY DISTRICT    DISTRICT NAME         GRADE 7 READ
  ----        ------ --------    -------------         ------------

    1           82      390      NORTHVILLE PUBL            81
    2           82      055      GROSSE POINTE P            80
    3           82      045      MELVINDALE N AL            79
    4           82      095      LIVONIA PUBLIC             77
    5           82      300      GROSSE ILE TOWN            77
    6           82      100      PLYMOUTH COMMUN            76      13
    7           82      320      CITY OF HARPER             76
    8           82      020      ALLEN PARK PUBL            75
    9           82      155      TRENTON PUBLIC             75
   10           82      120      RIVER ROUGE CIT            72
   11           82      140      SOUTH REDFORD S            72
   12           82      110      REDFORD UNION S            71
   13           82      030      DEARBORN CITY S            70
   14           82      400      RIVERVIEW COMMU            69
   15           82      405      SOUTHGATE COMMU            69
   16           82      220      NORTH DEARBORN             68      23
   17           82      230      CRESTWOOD SCHOO            68
   18           82      040      DEARBORN HGTS S            67
   19           82      170      WYANDOTTE CITY             66
   20           82      050      GARDEN CITY SCH            65
   21           82      025      CHERRY HILL SCH            64
   22           82      090      LINCOLN PARK PU            64
   23           82      150      TAYLOR SCHOOL D            63
   24           82      290      GIBRALTAR SCHOO            63
   25           82      160      WAYNE WESTLAND             61
   26           82      365      WOODHAVEN SCHOO            61
   27           82      430      VAN BUREN PUB S            59
   28           82      130      ROMULUS COMMUNI            57
   29           82      340      HURON SCHOOL DI            55
   30           82      060      HAMTRAMCK PUBLI            52
   31           82      250      ECORSE PUBLIC S            52
   32           82      070      HIGHLAND PARK C            49
   33           82      150      FLAT ROCK COMMU            45
   34           82      010      DETROIT CITY SC            45
   35           82      080      INKSTER CITY SC            37
   36           82      240      WESTWOOD COMMUN            33
 END OF FILE
```

```
                          MEAP 1975/76 SCORES (MEDIANS)
                          -----------------------------
                           FOR WAYNE COUNTY DISTRICTS
                          -----------------------------

   RANK       COUNTY DISTRICT     DISTRICT NAME          GRADE 4 MATH
   ----       ------ --------     -------------          ------------

     1          82      140       SOUTH REDFORD S             94
     2          82      390       NORTHVILLE PUBL             94
     3          82      020       ALLEN PARK PUBL             93
     4          82      220       NORTH DEARBORN              93
     5          82      055       GROSSE POINTE P             92
     6          82      400       RIVERVIEW COMMU             92
     7          82      095       LIVONIA PUBLIC              91
     8          82      117       REDFORD UNION S             91
     9          82      155       TRENTON PUBLIC              91
    10          82      180       FLAT ROCK COMMU             91
    11          82      040       DEARBORN HGTS S             90
    12          82      300       GROSSE ILE TOWN             90
    13          82      320       CITY OF HARPER              90
    14          82      405       SOUTHGATE COMMU             90
    15          82      100       PLYMOUTH COMMUN             89
    16          82      030       DEARBORN CITY S             89
    17          82      170       WYANDOTTE CITY              88
    18          82      230       CRESTWOOD SCHOO             88
    19          82      290       GIBRALTAR SCHOO             88
    20          82      045       MELVINDALE N AL             87
    21          82      120       RIVER ROUGE CIT             85
    22          82      025       CHERRY HILL SCH             85
    23          82      050       GARDEN CITY SCH             85
    24          82      090       LINCOLN PARK PU             85
    25          82      365       WOODHAVEN SCHOO             85
    26          82      150       TAYLOR SCHOOL D             84
    27          82      160       WAYNE WESTLAND              84
    28          82      250       ECORSE PUBLIC S             81
    29          82      430       VAN BUREN PUB S             80
    30          82      060       HAMTRAMCK PUBLI             79
    31          82      240       WESTWOOD COMMUN             79
    32          82      340       HURON SCHOOL DI             78
    33          82      070       HIGHLAND PARK C             76
    34          82      130       ROMULUS COMMUNI             73
    35          82      010       DETROIT CITY SC             71
    36          82      080       INKSTER CITY SC             68
 END OF FILE
```

APR 18 1978
VICE PRESIDENT
STATE & CONGRESSIONAL
RELATIONS

WAYNE STATE UNIVERSITY
COLLEGE OF ENGINEERING
URBAN INVOLVEMENT

The College of Engineering has repeatedly stated its concerns for urban problems and its commitment to resolving them. Much of its research program is therefore directed to the issues which concern the Detroit Metropolitan Area: transportation, energy, environmental quality, industrial productivity. These programs are discussed by individual departments on the following pages.

The quality of education, however, is a college-wide concern which is addressed through college-wide activities. There are active recruiting programs in which faculty members visit local high schools, and students and parents visit Wayne for open houses and tours. The College participates in DAPCEP (the Detroit Area Pre-College Engineering Program) which is a consortium effort sponsored by the Alfred P. Sloan Foundation to prepare and encourage minority students to enter the engineering profession.

Many undergraduate students throughout the University -- and many private individuals throughout the community -- view the classroom television series "Energy, Technology, and Society" which is aired yearly on local television stations. This program was produced through the College under NSF and HEW support.

Specialized graduate programs (which are sometimes offered in-house), conferences and seminars, and community involvement are other ways we reach the local community. These, too, are described in the following pages.

With additional resources, all these programs could be expanded. We would also be able to offer remedial training for many of the underprivileged Detroit area high school students who have the ability, but not the preparation, for college-level engineering studies. Improved instructional equipment, particularly computer-related devices, would greatly increase our effectiveness in preparing the engineers needed in our dynamic metropolitan area.

Department of Chemical and Metallurgical Engineering

Chemical engineers trained in air pollution control are in enormous demand, particularly in expanding metropolitan areas such as Southeastern Michigan. The department, however, currently does not have the equipment and faculty required for an agressive program in this field.

Water treatment and water resources is a second important aspect of chemical engineering. Dr. Ralph Kummler will soon be involved, through a subcontractor to the City of Detroit, in a large program involving the simulation of rainwater overflow to the sewage treatment plant and of concentration gradients in the river beyond. This is an area of crucial importance to the City as they are being pressured by the Environmental Protection Agency to improve their treatment plant. This program, too, suffers from a lack of faculty and equipment in offering a strong academic program.

The department is involved in local energy concerns through its faculty participation in CEEC, the College of Engineering Energy Center, and MERRA, the Michigan Energy and Resource Research Association. Dr. W. Lance Haworth is currently working with MERRA to encourage local industries to gear some of their manufacturing capabilities to the fabrication of solar heating and cooling devices. Dr. Charles Leffert, the Director of CEEC, believes the College should be involved in considerably more efforts of this type. Much expertise could be made available to local industries seeking to improve the energy efficiency of their operations, the technical procedures they follow, or their awareness of the needs of future energy technologies. This type of community service and research, however, would require commitments of faculty time which cannot now be made.

Additional financial support would thus allow the creation of stronger academic programs in these areas and in the field of polymers (which accounts for approximately 60% of the local chemical industry), and the increased ability to offer expert technical services to the metropolitan community.

Department of Civil Engineering

The department's newest faculty member, Dr. Boris Khudenko, has done extensive research on wastewater treatment. The current lack of funds for equipment is temporarily limiting his activities to modeling and theoretical investigations. Experimental studies, particularly those with the cooperation of local agencies, could yield economic and procedural improvements in local wastewater treatment processes.

Urban transportation problems are a major area of study within the department. Dr. Snehamay Khasnabis is directing an UMTA study on the feasibility of joint transportation/land-use development planning for proposed transit station sites in the Detroit area. This approach to managing urban growth requires coordination between SEMTA, SEMCOG, the City of Detroit, local communities, the Michigan Department of State Highways and Transportation, and numerous local, business and development associations.

A series of individual studies have been performed by Dr. Tapan K. Datta for local communities including the City of Pontiac and the Traffic Improvement Association of Oakland County. The projects have included the management of traffic control devices to improve traffic flow and pedestrian safety (for example, the TRASOM model for traffic signal progression design), the prediction of transit ridership, and the expansion of urban transportation options. The State has also supported a series of seminars dealing with current transportation engineering practice. These have been directed to practicing engineers and to local elected officials. Dr. Datta has recently received approval for a project to develop state-wide transportation planning policies which would oversee energy usage during times of energy constraint.

The fields of transit planning, urban traffic control, non-motorized transportation, and the interfacing of mass transit (buses, light rail, and heavy rail systems) with current traffic control systems are all in need of further research and improved analysis tools. Succeeding phases of Dr. Khasnabis' work would be directed at monitoring and evaluating transit station joint development and at improving the predictive ability. More far-reaching studies should also be performed to redesign urban transportation facilities to improve safety and reduce energy consumption.

Department of Electrical and Computer Engineering

Much of the department's research activity centers on large scale computer-optimized systems: for example, Drs. Robert Barnard and Jerome Meisel are conducting a massive program sponsored by the U.S. Department of Energy, for the control of electric power distribution systems. This work has also engendered a close cooperative effort with Detroit Edison.

Other work, such as that by Dr. Francis Yu on lasers and holography, has generated considerable technical interest at Ford, G.M., and Bendix. Dr. Melvin Shaw has been working extensively with Energy Conversion Devices, Inc. -- based in Troy, Michigan -- on developing amorphous semiconductor devices which have extensive applications in the transistor field alone.

In the area of bioengineering, Dr. Robert Erlandson is involved with clinical and instrumentation research and with computer applications to clinical medicine. He has worked with the Kresge Eye Institute on the development of a pupilometer and on automated data analysis for their clinical examinations. A similar automated system is being devised for the EEG laboratory at Harper Hospital.

Dr. Erlandson has also been working with several regional Health System Agencies throughout Michigan to develop regional planning, analysis and evaluation techniques which can ultimately be applied to the more complex system found in major urban centers.

Most of the work performed by Dr. Erlandson can only be performed in conjunction with major urban medical facilities. Expansion of his clinical research and development work, especially through cooperative efforts with Wayne's medical school, can lead to faster diagnosis, reductions in medical costs associated with clinical testing and analysis, and improved biomedical devices.

Department of Industrial Engineering and Operations Research

The department is involved in the solution of urban problems at two levels: research on new methodologies, and providing professional assistance.

Its major funded activities deal with assisting public service organizations, particularly health care organizations, to implement and evaluate their service-delivery systems. Dr. H. Allan Knappenberger has worked with numerous hospitals, EMS (emergency medical services) groups, and the nearby Health Care Institute to devise ways to monitor and improve their effectiveness. Dr. Kenneth Chelst has been involved with developing and implementing strategies to improve the response time of emergency vehicles and the deployment strategies for police patrol units.

Dr. Chelst conducted a special seminar in the fall to introduce planners and decision makers to various deployment strategies. This seminar was presented following the constructive review of members of the Detroit Police Department, the Dearborn Fire Department, and the Southeastern Michigan Council on EMS.

A special conference is offered regularly dealing with product reliability, and a special in-house graduate program in this area was completed at Chevrolet. The department is currently offering a specialized engineering management program at two off-campus locations in the metropolitan area.

Additional resources would allow the expansion of educational programs directed to specific needs, and increased research efforts in deployment strategies.

Department of Mechanical Engineering

The department is involved in numerous studies directly related to the problems of the city. Foremost among them are those dealing wih transportation issues and the automobile.

Biomechanics and vehicle safety is a major area of research and one which has brought the University an international reputation. Dr. Albert King is directing one G.M.-sponsored program which alone has amounted to $715.5 thousand over the last ten years. Other projects have been conducted with the automotive companies, glass manufacturers, the U.S. Department of Transportation, and numerous others.

Dr. Naeim Henein has been involved in engine performance and diagnostics as well as alternative fuels for automotive engines. He is now working closely with the Bendix Corporation as well as receiving Federal support.

Dr. David Orne has supervised the design of the buses for the handicapped which will be used on Wayne State's campus. Dr. Michael Rabins is working on developing a local transit system for the University Cultural Center Association area.

Local energy concerns are another important area of departmental interest. Dr. Robert Piccirelli is working with CEEC and MERRA to identify and assist in the development of alternative energy sources, particularly within the southern part of Michigan. Dr. Trilochan Singh has been working with the local architectural firm of Smith, Hinchman and Grylls on heating and ventillation problems and energy conservation techniques -- especially those related to solar devices.

Dr. Singh has been offering special short courses in this field to area contractors. Another faculty member, Dr. Kenneth Kline, has run a computer workshop on a modern numerical analysis technique that is becoming widely used in local industry.

In addition to these areas, the Department has the ability to offer substantial help to the city in air pollution control and meteorological analysis (by Drs. Demetrius Lalas and Shlomo Carmi) and to offer short courses to local city/industry employees in updating their expertise on the variety of mechanical engineering subjects with which they must deal. These include such basic issues as energy, safety, air pollution, liability, and systems development.

WAYNE STATE UNIVERSITY

COLLEGE OF LIBERAL ARTS
URBAN INVOLVEMENT

Attached hereto please find the compilation of selected programs within the College of Liberal Arts which demonstrate the commitment and involvement of the faculty to urban problems and concerns:

- Department of Chemistry
- Economics Department
- Department of Family and Consumer Resources
- Language Departments
- Department of Mathematics
- Department of Physics
- Department of Political Science
- Department of Psychology

DEPARTMENT OF CHEMISTRY

The nature of its subject matter limits the kind of interactions which a department such as Chemistry can have with the community. Nevertheless, the presence of a group of eminent research chemists is of great value to the community. They serve as a kind of final arbiter on questions chemical, questions which come from the high schools, the community colleges, individuals, and industrial installations. They enrich the scientific life of the community by sponsoring such programs as the series of lectures known as Frontiers in Chemistry which are open to the public, are directed towards chemists in the surrounding industry and schools, and which bring to our area especially knowledgeable speakers from other sections of the country.

In the recent past the Department of Chemistry has administered a College Science Improvement Project (COSIP). This was a three-year program for community college teachers of chemistry in the surrounding area. The purpose of the program was to strengthen, upgrade, and update the chemical knowledge of these teachers. This was a very successful program, and the department believes that they have measurably improved the standards of education in chemistry throughout Southeastern Michigan. The relationships which the department established with departments of chemistry in the community colleges during the tenure of this project have persisted and are a means of continual stimulation and upgrading of chemical instruction in the two-year colleges throughout our area.

For many years the Chemistry Department has conducted an Academic Year Institute, funded by the National Science Foundation, by means of which high school teachers in Chemistry were brought to the campus to enrich and modernize their subject matter backgrounds. This program, too, has opened avenues of interaction between the Department of Chemistry and many local high schools.

The Chemistry Department has been responsible for the development of the chemistry program in Mackenzie High School, which is designated as a magnet high school in the subject area of science. The establishment of magnet high schools by the Detroit Board of Education has been an important aspect of the community's efforts to achieve equal opportunity for minority groups in this area. Wayne's Chemistry Department has an on-going relationship with the Chemistry Department of Mackenzie High School. Each year several seniors from Mackenzie are brought to Wayne's campus to help in the chemical research laboratories.

The Department of Chemistry maintains close relations with many local industries. These relations include help in appropriate staffing of chemical positions in industry. Under appropriate arrangements the Chemistry Department makes available to industrial chemistry laboratories certain specialized pieces of equipment which those laboratories may be lacking. Sometimes the Chemistry Department assists in setting up special courses for chemists in various industrial complexes. One such course was set up recently by the

Chemistry Department through the medium of the College of Lifelong Learning for chemists at the Wyandotte Chemical Plant here in the down river area. Finally, many of our chemists do special consulting work for local industries. As an example, Professor LeBel himself has assisted the Ethyl Corporation over a period of many years.

ECONOMICS DEPARTMENT

The research performance of the Economics Department has continued strong in its traditional areas of strength and has continued to develop in the remaining areas.

Economic faculty members regularly have published in the foremost journals of the discipline and its various specialties. The areas with most publications have been monetary and macroeconomics, public finance, international trade and finance, and eocnomic development. The frequency of publications in these areas recently has been increasing. Equally significant, the department also has been developing increased research ability and performance in economic theory, manpower and labor relations, industrial organization, and econometrics. The frequency of publications in these areas has increased sharply and will continue to increase.

The Economics Department has been especially productive in obtaining grants and contracts for research on urban and regional economic problems. The department has a long record of research for the City of Detroit, the State of Michigan, and political subdivisions of the metropolitan area. In recent years this record has continued strong. Faculty members in other areas have received research grants and contracts from a variety of sources, such as the National Science Foundation, the Ford Foundation, the American Cancer Society, the U.S. Department of the Treasury, and others, in the areas of money and finance, manpower development, industrial organization, economic theory, public finance, and international finance.

The increased research performance in the Department has been the result of carefully selected faculty appointments. In the past six years the Department has made four senior appointments (professors and associate professors) in economic development, manpower, and industrial organization. Of the assistant professors appointed during this period, a significant number have developed into research scholars that have published or contributed to grant and contract research.

Community Service -- Economics Department

Out of its research productivity have developed numerous opportunities for the Department to serve its local and national communities. At least half of the Department faculty members have served as consultants or advisers to public agencies. Recently the list of agencies included the Federal Reserve Board (Washington) (two faculty members), the U.S. Treasury Department (3), the Brookings Institution (1), Congressional committees (3), the Michigan Economic Action Council (1), numerous cities as well as Detroit and its environs (4), the American Cancer Society (1), and the U.S. Information Agency (1), and others. One member is called frequently as an arbitrator in labor disputes. Finally, our faculty members have appeared as speakers for a variety of community organizations, including the Economic Club of Detroit, and as guests on radio and television shows.

Student Services -- Economics Department

The academic programs of undergraduate and graduate economics students are subject to advising by faculty members. Three faculty members serve as the Director of Graduate Studies, the Masters Student Adviser, and the Director of Undergraduate Studies. The faculty advises students directly, not through a secretary or other person as intermediary.

The Department sponsors the Seltzer Seminar Series, which brings outstanding economists to the campus for a lecture and an informal meeting with graduate students. Lectures are open to all students. A faculty colloquium and a series of dissertation workshops also enrich the students' programs.

DEPARTMENT OF FAMILY AND CONSUMER RESOURCES

It is be expected that the Department of Family and Consumer Resources, dealing as it does with such fundamental subjects as how people operate their homes and how they conduct their family life, would have many points of contact with indivuals and organizations in our community. Even with these expectations, when one actually sees the volume and variety of ways in which this department serves/the society that supports the university, one can not help but be amazed. What follows is a sampling that indicates that volume and variety; a complete descriptive catalog would take a whole volume.

The department teaches courses and has experts in the fields of Nutrition and Dietetics, ChildCare and Human Development, Textiles and Clothing, Interior Decorating, and many other areas which directly affect the consumer and the homemaker. For this reason, the department is a tremendous resource to the community as a source of information. The faculty continually receive calls from individuals and organizations having questions about any of these subjects. Though hard to measure, this contribution has an importance to the community which can not be overstated.

In addition, the department constantly receives requests from groups for speakers.

Articles by faculty members appear regularly in the special feature columns of Detroit News and the Detroit Free Press. Another example of this high level of general involvement is the television program on Holiday Cooking given recently by one of the faculty members. Out of their fundamental mission to train students comes another means by which the department makes a vital and direct contribution to a broad segment of the community. As part of their training, most of these students undergo some type of field experience. This means many things. Those trained to become dieticians actually serve in many hospitals and nursing homes in the area. They participate in the program called "Meals on Wheels" which helps bring good nutrition to elderly people. Students training in the area of child development are placed with such organizations as the Child Abuse Center of Childrens Hospital and the Highland Park Public School's Infant Center which serves high school age mothers. Other students are assigned to serve Esther Shapiro who is director of the Consumer Relations Division of the city of Detroit. Still other students are placed with day care centers throughout the central city. Students also serve at Camp Oakland which is an installation devoted to helping girls who have records of delinquency. All of these students are in the most direct and meaningful service of their community, and their service is given free of any monetary compensation.

In another direction, the department runs infant, toddler and nursery school laboratories. More than seventy families send their children to these programs. Those seventy families are a cross-section of University and local area residents.

Next we have a description of two programs which were derived in direct response to urgent needs within the community. The first is concerned with the need to improve the quality of food service in the State's nursing homes. Problems with these nursing homes have been very much in the news over the past several years. Everything and anything that can be done to improve their standards is critical to the public interest. Using the facilities of the College of Lifelong Learning, the Department of Family and Consumer Resources has set up a program to train and upgrade the people who actually do the work of controlling the diet in the nursing homes.. The department trains these people and helps evaluate the food programs in the various nursing homes.

A second area of severe public need is related to the many day care centers which have sprung up in response to the trend whereby more and more families have all responsible adults holding down outside jobs and therefore requiring that their children be cared for in the day care centers. Again, using some of the facilities of the College of Lifelong Learning, the Department of Family and Consumer Resources has set up a program to train the workers at the day care centers. This is a two-year program which was specifically requested by the Michigan State Department of Social Services. After completing the two-year program, students have the option of continuing in the College of Liberal Arts to complete a regular Bachelor's Degree with a major in the Department of Family and Consumer Resources. The retention rate of these day care workers has been remarkably high. It is comparable to the general retention rate for freshmen in the College of Liberal Arts.

As one can imagine, the faculty is in constant demand as consultants to organizations within the metropolitan area. Stores are constantly seeking advice on textiles and on manners of fashion trends. The Dry Cleaning Institute in the city frequently has occasion to call on members of the department for evaluation and advice. In one case recently, the Dry Cleaning Institute asked for and received a special research project carried out by a Masters student on the acceptability of a new textile. The student wrote a Masters Thesis on the properties of this textile, investigating its behavior on the various methods of cleaning and laundering and also making a scientific survey of the reactions of individuals to the various properties of the textile.

The department is active in the field of consumer affairs. Under a grant, now in its second year, from the National Bank of Detroit, a consumer resource project has been established. Among the directors of this project are Mildred Jeffrey and Esther Shapiro. It is based on the fourth floor of Purdy Library. It gathers, coddifies and makes available information of importance to consumers as they face the many decisions which confront consumers in making purchases in a complex market.

Another contact with the community is through the Merrill Palmer Institute. The Department of Family and Consumer Resources cooperates closely with that institute. Several of their students do volunteer work there as they gain valuable field experience.

LANGUAGE DEPARTMENTS

DEPARTMENT OF GREEK AND LATIN-SELF STUDY

III. Community Services

Members of the Department of Greek and Latin are involved in a host of diverse community services and activities, social, cultural, religious, political, educational. Members have been elected to parish councils, to executive boards of homeowners' associations, to social and racial justice centers, as precinct delegates of political parties. They do volunteer work for Focus Hope (the Federal-City high protein food distribution program), for the senior citizens of the Jewish Community Center of Detroit, for the resettlement of Vietnamese war refugees in Michigan. One part-time faculty member is a volunteer research consultant in Classical Antiquities for the Detroit Institute of Arts. The entire Department is also closely associated with the Modern Greek Cultural Association (an ethnic organization of Greater Detroit) and co-sponsors several of its public cultural events.

IV. Student Services

The Department has three faculty advisers who counsel students on undergraduate and graduate programs and curriculum, but all faculty are widely accessible to students both formally and informally through official office hours, privately scheduled meetings and also by means of a faculty-student department coffee room. Indeed we consider the accessibility of our faculty to students a significant factor in the success of many of our undergraduate programs and courses.

We also have an undergraduate Classical club run largely by students; students participate on numerous department academic and social planning committees; and all faculty teaching is evaluated by students several times

Romance and Germanic - Community Service

1. The Department regularly receives groups of high school teachers and students for tours, orientation talks, and general informational meetings.
2. Foreign language theater performances were opened to groups of high school students and to the general public beginning in 1971-72. Productions, occasionally go "on tour" to area high schools and colleges.
3. From time to time the Department sponsors "popular" programs (visiting theater groups, recitals, etc.) which are open to the community. On numerous occasions the Department works with Detroit-area cultural and ethnic organizations and the French, German, and Italian Consulates located in Detroit in presenting balanced programs of lectures, music, and film which are open to the public. Conferences and symposia on topics of broad general interest are also planned in consultation with such groups.
4. Individual faculty members often make their time and talent available to the community at large. Some specific examples of such service include:
    - a. teaching in the Mexican community in "Corktown College" (Detroit) and among migrant farm workers.
    - b. membership on the Michigan State Council for the Arts.
    - c. membership on a local school board.
    - d. activity in a number of cultural and ethnic groups (German-American Cultural Center, Alliance francaise, Buenos Vecinos, etc.).

Services to the Community - Continued

e. service as resource persons in a wide variety of matters dealing with foreign languages and cultures.

5. Language training received in this Department is obviously applicable in multitudinous ways in the whole range of community professions and services.

6. The Department has been pleased to offer rooms in Manoogian Hall for development by various area national groups as special commemorative Ethnic Rooms and works actively with these groups to further their plans. Such rooms serve multiple purposes, in that they continue on the one hand to be used for a variety of academic and institutional functions, but are also made available as attractive meeting areas for Detroit's ethnic organizations.

7. The Department is presently developing special language courses designed to meet the growing needs of the Detroit area's business community and emergency personnel such as nurses and police.

Community Service

A. Public Lectures.

These have included a variety of topics and a variety of audiences. Reference is made only to lectures outside the university community, that is, lectures to the general public.

Within the last year or so these have included lectures on:

a) Alexander Solzhenitsyn to a student-parent group at Holy Redeemer High School

b) The Polish poet Cyprian Norwid to the Friends of Polish Art in Buffalo, New York.

c) "The Armenian Community in Poland" to the Armenian communities in Southfield and Dearborn. This was a series of lectures.

d) "The Attitude of Islam toward Monotheists" at the Moslem Mosque in Dearborn.

e) "Contacts Between East and West from the Crusades to the 19th Century" to the general public in Dallas, Texas. A series of lectures.

B. Cultural Activities Designed for the General Public.

a) Performance of folk-dances by the Slavic dance group from Oakland University.

b) Two department members served as translators for the Soviet emigre poet, Naum Korshavin at Schoolcraft College.

c) One of our department members is serving as a consultant to the architect involved in designing the Polish Room in Manoogian Hall, and in arranging with the Polish Cultural Attache for obtaining materials from Poland.

d) Active participation in the Ethnic Heritage gatherings at the University, particularly with the Armenian and Middle Eastern ethnic groups.

e) One of our members has been a consultant and active participant in creating written alphabets and translations of the Scriptures into dialects and languages which were previously only spoken languages. These have included the Musadagh and Kessab dialects (Armenian mountain dialects) and the Kurdish language. This work was done in connection with the Wycliff Bible translator's society and with the International Institute of Linguistics in Dallas.

C. Work with Emigres

a) Frequently immigrants with degrees from foreign universities need to have their academic credentials (degrees, transcripts, etc.) translated into English. Within the last two years we have performed this service for approximately 40 people. The languages involved include: Polish, Russian, Ukrainian, Armenian, Turkish and Arabic.

We have worked with at least seven Jewish emigres from the Soviet Union in trying to establish contacts for employment or for further education.

D. Translating Services

a) A group of lawyers in Detroit are attempting to effect changes in the procedures for providing free legal counsel in the State of Michigan. In some countries the choice of counsel is left to the defendants. They sent inquiries to various countries to study their procedures. The Soviet Union was one of these countries, and a series of letters was translated.

b) Translations for a patient at Detroit General Hospital who was having difficulty understanding his bill.

c) Translations of official letters from the Soviet Union for a local violist selected to participate in the international Tchaikovsky competition.

d) We have also acted on several occasions as a referral service to companies looking for technical translators.

e) Translation of letters for the National Bank of Detroit. The letters were from two relatives of a deceased Detroiter now residing in the Soviet Union concerning the estate which he left.

f) We have also translated birth certificates, marriage records, and school records for Americans exploring their ethnic backgrounds - translations of documents left by their parents or grandparents.

E. Community Service Unrelated to Fields of Specialization

a) One of our professors served as president of his Parish Council and wrote a history of the parish.

b) Another regularly visits Northville State Hospital to entertain patients.

c) Another is president of the Grosse Pointe Farms Pier Club.

DEPARTMENT OF MATHEMATICS

Interactions With The Community
(Results of a discussion between M.T. Wechsler and B.J. Eisenstadt, Chairman)

December 10, 1975

The Department of Mathematics deals with a very specialized segment of learning, and consequently the opportunities for interactions with the community are limited. Like other departments, they represent a gathering of very specialized experts and as such are an important informational resource to the community. Many questions are received by the department. The variety of these questions would surprise many people. One recent question came from a downtown investment lawyer who had a very complicated investment situation to deal with. There were no formulas in the books which covered this situation and he turned to the Mathematics department for help with the special calculations he required. On another occasion a sign maker was faced with the problem of making an estimate on the cost of a large model of an easter egg. He needed to know the surface area of such an egg so that he might estimate the cost of the material necessary to make the shell of the egg. The flow of these questions into the department is constant and represents a real contribution to the community.

The Mathematics Department has been host in the Detroit area to the project SEED. This project has as its goal the enrichment of the mathematical education of children in the inner city. The scheme is to send mathematicians with advanced training to work with quite young children. They teach by the discovery method and actually lead the children into what would ordinarily be considered quite advanced mathematics. The object is to give inner city children a sense of confidence in their ability to handle mathematical ideas and stimulate their interest, and to give them a sense of accomplishment in an area where they are frequently faced with very negative responses to their efforts. The project has run demonstration classes on campus. Members of the department have cooperated in running SEED classes. SEED uses an office assigned to the Mathematics Department in the building at 467 West Hancock. The university provides services for the project through the Math Department by means of a contract renewed yearly.

DEPARTMENT OF PHYSICS

4. Special Programs

a) The Biomedical Interdisciplinary Curriculum Project - BICP

The Biomedical Interdisciplinary Curriculum Project (a health-careers curriculum for high school students) was initiated at the School of Public Health of the University of California, Berkeley, in 1968 with the support of the National Science Foundation. The Department of Physics at Wayne State realized the potential of this program for the City of Detroit High Schools and initiated the effort to introduce the program to Detroit. Considerable time was spent in explaining the project to the high school representatives, obtaining a financial committment from them, and planning the eventual implimentation through institutes held at Wayne State. As a result, we have received a grant from the NSF to implement this project in seven selected City of Detroit High Schools. The effort is interdisciplinary, and in addition to Physics, the project staff includes members from Pharmacy, Education, Sociology, Biology, and Allied Health. The Director is from the Department of Physics.

The goal of BICP is to provide an eleventh and twelfth grade curriculum which will prepare and motivate students to enter and complete the various higher-education programs leading to careers in the medical and health fields. Our staff at Wayne State, centered at the Department of Physics, will conduct two Summer Institutes, in each of 1975 and 1976, to prepare the high school teachers to teach the program. In addition there will be many academic year follow-up sessions. The expertise of the Physics Department will be especially important in demonstrating the use of such technical materials as a classroom computer and various biomedical instrumentation packages.

We are pleased that Wayne State is the first University and Detroit the first major school system to implement the program.

b) The Undergraduate Research Participation Program

The Department of Physics often conducts a 10 week summer program under the National Science Foundation - Undergraduate Research Participation Program (URPP). The undergraduate participants have a choice of working in experimental areas that include studies of the properties of superconducting films related to energy dissipation and transmission in superconductors, vacancies in metals subjected to high pressure and radiation flux, nuclear structure using a Van de Graaff accelerator, interactions of positrons with atoms, thermal expansion measurements at low temperatures, millimeter microwave spectroscopy of ultra-high-purity metals, and Mossbauer effect studies of materials.

The student-participant works under the guidance of a regular full-time faculty member and is associated with both undergraduate and graduate students in the various laboratories. Weekly seminars which are directly concerned with the active research areas in the department are held. The undergraduate students participate directly in these seminars during the latter part of the summer by presenting a report on their work.

The participants are selected mainly from Wayne State University and are primarily students who have engaged in directed study projects during the academic year and who have shown definite promise for graduate work. In addition, outstanding undergraduates at the junior or senior level majoring in science-education in the WSU College of Education are sought. Junior-level students from outside the University are invited to apply if they have good academic records.

c) Research Participation for High School Students

In the late spring of 1967 the Department of Physics at Wayne State University set up a summer science research program exclusively for inner city high school students. During the summer of 1967, twenty students worked in the research laboratories of our department. Approximately two students were assigned to each of 10 different research laboratories to assist physics professors and their graduate students in their research program. They were immersed in the atmosphere of a research laboratory, an atmosphere which is vastly different from their past experience in high school science laboratories. The students were assigned to a research faculty member with one or two high school students per laboratory. The faculty member and his graduate students acquainted them with the various research programs in the laboratory, explained the motivation behind the work to which they were assigned, and taught them the techniques needed to carry out their specific duties. In addition, they were asked to get to know their students--take them out for coffee several times every week, and have bull sessions with them, discussing university life in general and science in particular. The results of this program were so encouraging that we have widened the student body to include students from the metropolitan area and we have continued to offer it every summer. The program has been supported by the University, the National Science Foundation, the Neighborhood Youth Corp, and by private and corporate philanthropy.

B. Other Community Services

The services of the Department of Physics are by no means limited to the formally structured programs described above. The department tries to be of service to the community-at-large whenever it is possible and it does so in so many ways and forms that it would be difficult to enumerate them all. Three of the more important ways are listed below:

Open House--The department regularly holds an open house, during which our teaching programs, research programs, and many special displays are exhibited and explained. This event is always well attended by the general public, the University community, and, most importantly, by many elementary, middle, and high school science classes.

As a Physics and Astronomy Resource--The department often functions as a community resource in the areas of physics and astronomy. Faculty members often work with local schools, at all levels from elementary to junior college, to improve their science programs. They participate in judging science fairs, they appear on radio and television to explain questions of scientific interest, they consult with the Detroit Science Center, and they give lectures to community and school groups on physics and astronomy. The department also tries to answer the many questions it receives on matters concerning physics and astronomy from the community. This service is available free of charge to all Michigan residents, businesses, and governmental agencies on questions which can be answered without taking excessive time from our other efforts. Of course our faculty and staff is always available for consulting on more complex questions.

College of Life-Long Learning--Our department has actively cooperated with the College of Life-Long Learning in both its degree and non-

DEPARTMENT OF POLITICAL SCIENCE

Department of Political Science faculty members engage in a wide variety of public service activities of direct benefit to agencies of local, state, and national government, as well as to both formal and informal groups of private citizens that have need of expert counsel and assistance on problems that face them.

These public service functions take several forms, including serving as both paid and unpaid consultants on organizational or policy matters, writing position or policy option papers on issues that must be decided by government bodies, and undertaking applied research on matters of public concern.

Indicative of the types of faculty efforts occurring in the recent past are the following:

Design of a Detroit Executive Development Seminar that will be offered to top-level administrators of area local governments for the purpose of improving management skills and decision-making processes.

Preparation for the Economic Growth Council of policy option papers on funding and operating arrangements for the Detroit Recorders Court and the Detroit House of Corrections.

Provision of expert advice to public organizations on elderly care and delivery of public services to the elderly.

Service as an expert witness on insurance redlining, for the Michigan Insurance Commissioners Office.

Consulting with the Wayne County Juvenile Court on means for funding shelter-detention alternatives for juvenile status offenders.

Consultations with state agencies on the topic of the Supreme Court and the Police.

Service as a consultant to the Science Advisory Office, Office of the Governor, State of Michigan.

Consultation on biomedical engineering and instrumentation, National Institute of Health.

DEPARTMENT OF PSYCHOLOGY

Below are listed a few areas in which we are now working or could be working if funds were to be provided.

1. Community Mental Health in Urban Settings. We are currently involved with several Detroit area Community mental health programs, and could expand our efforts with additional funds.

2. Alcoholism. Our Center for Alcohol Studies is active in training, research. and services. Its efforts could be greatly expanded with additional funds.

3. Behavioral Toxicology. A new field which studies the behavioral effects of chemicals and pollutants in the environment. Research has found that often toxic agents effect animal and human behavior before there are measurable physiological changes. For lack of funds, we have no program in this area. With funds to provide faculty support and facilities, we could train young scientists for this very important research.. This is a new scientific field which is of critical importance to those living in metropolitan areas.

4. Environmental Design Several of our social psychologists have begun to do research on the impact of housing arrangements, building design, etc., on individuals and groups. This work could be greatly expanded if funds were available, and would have great import for the design of buildings, neighborhoods and cities to make them more livable.

5. We are developing a program in Evaluation Research and Community Psychology. This involves training people to do research on the effectiveness of a wide variety of social and rehabilitative programs. That is, to do sophisticated research which will tell us what are the outcomes of these programs on the people involved. This is an important new area of social science, and great strides could be made if sufficient funds were made available to urban universities--which are uniquely situated for such efforts.

6. Retirement and Industrial Gerontology. Dr. Stagner and his students are working in this important area. There is little solid knowledge in this field. We need to know more about how to prepare people for retirement, and how to make the retirement years more livable.

7. The Psychology of Aging. Many of our faculty and students are studying and working in this area, doing research on nursing homes, etc. The WSU Institute of Gerontology will present more detailed information on this work.

8. Rehabilitation. We are involved in training and research efforts relating to the physically disabled. Additional funds could have great impact on the lives of the physically handicapped.

WAYNE STATE UNIVERSITY

THE COLLEGE OF LIFELONG LEARNING AND THE COMMUNITY

No other college at Wayne State is more involved with the community, more aware of its needs, than the College of Lifelong Learning. Established as a unit to coordinate all types of continuing and adult education, the College has sought to do this in a variety of ways. Some of the programs it has developed are innovative and are drawing more and more people into the world that education opens up for them. There are several thrusts of the College besides the one of providing academic programs in a traditional way at a variety of locations away from the campus to help the working student, which comprise about 75% of the enrollment.

One of the thrusts is the Division of Community Services. A pilot program, begun in 1969, instituted a community center on the city's near east side. It was designed to work closely with the surrounding community, learn and study their needs, and provide programs to meet them. It has been an academic, social, cultural, and recreational center. Its success in serving the surrounding population and motivating people to become more active in the community, or to pursue higher education, has resulted in opening another center less than a year ago on the northwest side of the city. Course enrollments in this location are already over 700.

The multifunctional activities of these centers involve all segments of the community, young and old, in diverse ways.

1. Academic: The centers reach students who otherwise probably would not go to college. As open admission centers, they accept any student with a high school diploma or a G.E.D. certificate. Remedial courses are provided for those who need communication skills upgraded before they can successfully compete in the regular University environment or work force. Heavy counseling for as long as is necessary is

an integral force in the success of those who continue a collegiate program.

Regular academic classes that are traditionally and socially relevant are taught by faculty from the College of Liberal Arts, which is the College the students transfer into when they have demonstrated their willingness and ability to succeed through maintaining at least a C average and regular attendance. By maintaining performance standards, the students assure employers, the University, and their peers that their performance is equal to that of anyone attending a university or college regardless of previous educational experience.

There is usually a lower student-faculty ratio that permits the instructors to give more personal attention to each student. The hours and locations of the classes are also made convenient to accommodate those who are working. Students have become so well motivated through this process that most of them move on into the regular University programs with a high measure of success.

2. Federal Metro College: This segment of the Community Services Division began in 1974 as a program for civil servants in the downtown area. It focuses on college classes at all levels, again with an initial emphasis on communication skills. It has proved especially effective in expanding the career potential of minority workers.

3. Community services: All of the centers are definitely community oriented. Professionals in many fields work with community leaders and concerned citizens giving technical assistance and moral support to help them in their endeavors. When citizens come to them asking how to set up a block club, they help them to organize and plan the programs that will best suit their particular needs. The help required may be seminars on nutrition, hygiene, consumer affairs, etc. It may involve recreational

programs for old or young alike, or lunch programs for senior citizens.

Much of the work that goes on is done in cooperation with other agencies such as Vocational Rehabilitation Services, the Michigan Department of Social Services, or the Veterans Educational Opportunity Program.

A second major thrust of the College of Lifelong Learning is its Weekend College Program. This grew out of an urgent need of working people in a large metropolitan area to extend their education without giving up jobs that are essential to their existence. Traditional scheduling or night classes were not campatible with their hours of work, and the location of their homes. These people have neither the time nor the money to travel back and forth to work and the campus.

The University is strongly committed to the philosophy that every adult should have the opportunity to attend college if he wishes. It also realizes that the traditional mode is not suitable for many working individuals. Therefore, it was only natural that the teaching should be taken to the students. Thus, classes are scheduled all over the metropolitan area -- in union halls, high schools, libraries, community and municipal buildings. This led to the development of non-traditional methods of teaching. Consequently, this student population, ranging in age from 25 to over 50, is taught through television programs scheduled twice a day and on Sundays, giving students an option of when to hear the lecture. In addition, they spend four hours a week in a workshop session with an instructor in a location convenient to the student, and two weekends on the main campus in conferences. There are highly structured learning experiences that feature distinguished lecturers, seminars, small group discussions and supervised study sessions. After four years of successful study in a differently structured curriculum, the students receive a Bachelor of General Studies degree. Who are the people who enter this program? They are auto workers, secretaries, supervisors, police officers, homemakers, and many others. For one reason or another, they have all found a need to enroll in such a program.

A third thrust in programming of the College of Lifelong Learning is the credit-free courses that are available through the University Center for Adult Education, in part in cooperation with the University of Michigan. More leisure, changing societal patterns, rapidly advancing technologies, and easier accessibility to educational opportunities motivate adults to seek a wide range of courses. They may be used for career advancement, self-development, or just sheer personal pleasure, but for one reason or another the people who take them do not want college credit.

All of these activities of the College of Lifelong Learning are examples of how it is reaching into the urban community to identify the needs and desires of the citizens. Once known, the University can build the services in whatever way is necessary to fulfill the needs and be compatible with the function of a university. The rapidity with which some of these programs have grown is sure evidence that much more needs to be done. The limits to doing more are determined by the human and financial resources that are available.

The Community Service Centers, for example, have proved so successful that more are needed in other areas of the city where disadvantaged, low-income people are frustrated by their inability to function at a level so necessary to meet the pressures of society. The willingness to help them is there, but the resources are not.

In the Weekend College Program that depends heavily on audiovisual programming, there is need for new, updated, and expanded teaching segments. Not only are such programs integral to the Weekend College curriculum, but they could easily serve other urban areas who might want to mount similar programs. Here, again, the resources are limited and personnel over-committed. The Weekend College Program is ideal for the housewife who feels a need for fulfilling her own potential, but is restricted by the time available to her. Recruitment personnel, however, are already overburdened.

Nothing is so important to society as human resources, and nowhere is there a better opportunity to develop this resource than in an urban community where there are so many pressures, so many problems to be solved, and so many available avenues that can be taken to solve them. It is urgent, therefore, that the University work ever closer with the community to discover the gaps and deficiencies, and then provide the means that will help to eliminate them.

WAYNE STATE UNIVERSITY

THE COLLEGE OF NURSING AND URBAN PROGRAMS

The College of Nursing at Wayne State University has a long history of active participation in the improvement of health care throughout the metropolitan area. The participation has varied from continued short-term efforts to long-term commitments with special funding. In recent years some of the long-term commitments included a special program in basic psychiatric mental health nursing for students from selected schools in Michigan over an 8 year period. This program was designed to assist schools who had difficulty in maintaining a quality program in the psychiatric mental health area due to chronic shortages of faculty. Another long-term effort was the clinical specialists project at Detroit General Hospital. In both of these instances, the funds were provided by private or city agencies and the programs were developed in close cooperation with health care agencies in the metropolitan area.

Generally the educational programs of the College prepare nurses who provide leadership in nursing service and educational programs in the metropolitan area. The College does have continuing activities and plans for affirmative action to specifically enhance educational opportunities for persons from minority groups in the area.

Currently, the major programmatic thrusts to facilitate continued development of quality health care in the urban and metropolitan area include:

1) All educational programs have a strong clinical experience component. Graduate students often do independent study in agencies and share results with agency personnel. The clinical experience components of the various programs include participation with approximately 65 health care agencies in the metropolitan area. This provides access to involvement in provision of direct care to clients and in working directly with staff responsible for patient care. The daily interaction among students, faculty and staff provides many opportunities for identification of areas of concern and for resolution of problems in health care delivery. The participation of students and faculty throughout the academic year in these various agencies, provides us with a long-term relationship which also facilitates promotion of planned change.

2) Currently the Office of Community Educational Services offers a number of programs designed to assist individuals and groups in

enhancing their skills toward the goal of improvement of health care. There is a program for part-time admission and study toward the baccalaureate degree for working nurses in the community. At this time, in Phase I of that project, only selected courses are offered in the community. However, Phase I reaches 300-400 nurses in the metropolitan area. In addition to the part-time formal study, there are numerous workshops and conferences specifically directed at the identified needs of groups of nurses within the community. Both the study for formal degree and the workshops and conferences are offered at sites appropriate to the convenience of nurses in the community. The sites are chosen in consultation with specific groups or individuals to facilitate maximum enrollment.

3) Faculty are often requested to consult with specific health care agencies about immediate problems. In the spring of 1978, the psychiatric mental health faculty responded to a request from the Community Mental Health Center in the Detroit area to help to upgrade nursing in the in-patient program for the Community Mental Health Center. They have also been requested to assist in the development of an in-service program to assist nursing personnel to increase their competence in psyschiatric mental health nursing roles at another community agency. These are simply examples of the many requests made upon faculty to assist with specific problems of enhancing nursing and health care in the community.

4) Faculty also participate in part-time clinical appointments in particular agencies in the community. An example of this is the part-time appointment of Suzanne Feetham to a special clinic at Children's Hospital of Michigan designed to help children and families cope with special care problems in children with meningocele.

5) Faculty also respond to particular serious problems such as the need to participate in resolution of the problems of abuse at the Plymouth Center. One of the faculty is a member of the court appointed committee to monitor the delivery of care at that Center and to make recommendations for future improvements.

6) There is a pattern of part-time and/or adjunct appointments with health care agencies in the community. A primary agency for this kind of appointment and involvement, of course, is the Health Care Institute. However, the faculty also maintains direct relationships with the Mott Center, Rehabilitation Institute, Visiting Nurses Association, Michigan Cancer Society, Hutzel Hospital and Detroit Public Health Department. These are a few of the health care agencies where there are formal patterns of

exchange. Personnel from these agencies are directly involved in the educational programs of the College via teaching, advisory committees, or full participation in committees such as the Curriculum Committee. This has been a most helpful way to maintain direct and effective relationships with health care agencies in the Detroit area.

The future commitments of the College in relation to Urban Studies that have been identified as high priority areas include:

1) the expansion of our direct participation in the development of new models for health care delivery via the Health Care Institute. This will include increased student opportunity for full participation in the programs of delivery but will also involve faculty in various levels of planning and participation in this program. Faculty who ordinarily carry a full instructional load may opt for assignments in the Health Care Institute during various times of the year in an effort to develop new patterns of health care delivery.

2) There is a request to the Kellogg Foundation for funding for the development of the Phase II part of the program for part-time study toward a baccalaureate degree through the Office of Community Educational Services. Phase II will permit us to develop the senior year core nursing courses within the community. This opportunity to complete the baccalaureate degree on a work-learn pattern, is designed specifically for nurses who are working in the metropolitan area. It is an exciting opportunity but will require extra funding in order to facilitate the development of this in various satellites in the urban metropolitan area.

3) There will need to be a continued expansion and enhancement of the conferences and workshops that are offered directly to health care personnel in the community. These programs are often attended not only by nurses but by other health care personnel in an effort to improve health care delivery in the urban area.

4) Another area of high concern is the need to work intimately with the health services agencies in the development of manpower resources for the metropolitan area. Many of the faculty have been closely involved with manpower development at the local, regional, state and international levels. However, we hope to strengthen our relationships with the local health system agency as a means of facilitating our continued full participation in health care in the metropolitan area.

Many of the opportunities for working in the urban area do require some support funding as it is not always possible to release faculty for specific programs. It is difficult to obtain well qualified faculty who have particular interests and concerns. The commitment to community participation has always been a strong thrust of the College and remains within our mission and goals. We wish to extend our services including those of the Center for Health Research, to agencies in the community who may need some assistance in specific clinical research studies or in evaluation studies. These are serious concerns regarding the need to be more accurate in the accumulation of a data base to assist in monitoring and evaluating health care. This is essential to cost containment and to quality control. The College of Nursing has a strong commitment to these critical areas in health care in the metropolitan area.

LRF/we

WAYNE STATE UNIVERSITY

SCHOOL OF SOCIAL WORK
URBAN INVOLVEMENT

Having read the text of HR 7698, I believe our major thrust should be to present ourselves in a manner that warrants subsequent designation of WSU as an "Urban Grant University". This School cannot afford special project grants whose funding will be decreasing by 20% each year. But beyond that, WSU qualifies eminently for designation as an Urban Grant University for constant 90% funding.

We are located in the heart of the City in the midst of the nation's fifth largest metropolitan area. Half the population of Detroit is made up of minority group persons. The vast majority of our students commute and upon graduation take jobs in the service system of this metropolitan area. Our program offers career opportunity that would otherwise not be available to most of them. On the other side of the coin is the loss to the community of highly motivated and dedicated professionals if we fail to attract and educate the most able of the industrious, stable people who are working in manual, clerical and other occupations and constitute a large reservoir of untapped talent.

Our graduates are oriented to work in this urban area. They have a deep concern for all the people here and in helping them to cope with their problems. In recent years the School of Social Work has maintained a minority student enrolment of about 28% of our student body and is committed to increase that percentage to include more Latino and native American as well as Black students.

The primary mission of our School of Social Work is to prepare professional social workers for practice in a highly industrialized urban context with a large minority population. Our graduates are prepared for "personal social work" with people of all ages -- children, adolescents, adults, including the aging -- to deliver human services on the whole array of human problems ranging, for example, from child abuse, youth alienation, ill-health, to family dysfunction, mental illness and substance abuse. Our graduates are also prepared for "organizational social work" ranging, for example, from the design, development, management and evaluation of human service programs to community planning and neighborhood stabilization and development.

Our students learn from the problems of the City and its people and after graduation they bring their knowledge and skills to the City. Our 87 undergraduate students and our 340 graduate students have practice placements in over 150 agencies where they contribute over 250,000 hours of service in a given year. Our graduates staff many hundreds of professional social work positions in this metropolitan area including leadership posts in voluntary and public agencies and in city, county and state government.

There is need to expand continuing education to strengthen the effectiveness of practitioners in the complexities of the urban community with its many ethnic and minority groups. There is need to open up more opportunity for field learning in areas of concern to the City which will require funds for faculty field instructors and stipends for students. There is a need for funds to make faculty time available to agencies for consultation on program development research and evaluation. There is a need for evaluative research on the effectiveness of programs. One example that has been suggested is a longitudinal study of late teenage mothers on AFDC to see what happens to them and their families.

The School of Social Work is concerned to address a number of urban problems through its teaching, research and service which it is presently unable to address within the resources currently available.

There are population groups such as aged persons, de-institutionalized patients from the mental hospitals who gravitate to the low-rent apartments, hotels and rooming hourses and who need a variety of living arrangements from protected settings for people who can care for themselves to settings which provide custodial and, for some, nursing care. Social workers must be educated to the tasks of developing, coordinating and delivering the resources needed for their care.

The societal roles and rights of women have been affected drastically by new patterns of marriage and family life, increased domestic violence including the battered spouse syndrome, increased rate of divorce, the increased number of women in the labor market and the increased demand of women for non-traditional jobs. Young women are coming into the School seeking professional learning experiences in women's concerns. Studies in this neglected area should be extended and strengthened.

The School of Social Work has contracts supporting education and service at Detroit General Hospital, the public hospital, which is to become the specialized trauma hospital in the Detroit Medical Center but the School does not have the resources to extend its teaching of Social Work students to concentrate in the special area of crisis intervention for victims of accident or injury. At a time of crisis social work service is needed immediately and has high potential for effectiveness in helping people cope with its impact.

The need to prevent the blight and stop the deterioration of residential neighborhoods has reached critical proportions. Collaboration of City government and voluntary organizations requires personnel prepared by education for community organization and social planning. Faculty and student involvement with neighborhood organizations needs to be expanded in order to graduate the effective practitioners needed.

Graduate social workers who are equipped with the knowledge and skill to design, develop, manage and evaluate human service programs are in very short supply. This has been documented by recent surveys conducted by the School of Social Work. There is need to strengthen the work of current administrators well beyond present efforts, particularly to support the efforts of those minority administrators who are being considered for advancement or who have risen quickly to positions of considerable responsibility. Skilled management of human service programs is essential for effectiveness.

SD:em

WAYNE STATE UNIVERSITY

THE COLLEGE OF LIFELONG LEARNING AND THE COMMUNITY

No other college at Wayne State is more involved with the community, more aware of its needs, than the College of Lifelong Learning. Established as a unit to coordinate all types of continuing and adult education, the College has sought to do this in a variety of ways. Some of the programs it has developed are innovative and are drawing more and more people into the world that education opens up for them. There are several thrusts of the College besides the one of providing academic programs in a traditional way at a variety of locations away from the campus to help the working student, which comprise about 75% of the enrollment.

One of the thrusts is the Division of Community Services. A pilot program, begun in 1969, instituted a community center on the city's near east side. It was designed to work closely with the surrounding community, learn and study their needs, and provide programs to meet them. It has been an academic, social, cultural, and recreational center. Its success in serving the surrounding population and motivating people to become more active in the community, or to pursue higher education, has resulted in opening another center less than a year ago on the northwest side of the city. Course enrollments in this location are already over 700.

The multifunctional activities of these centers involve all segments of the community, young and old, in diverse ways.

1. Academic: The centers reach students who otherwise probably would not go to college. As open admission centers, they accept any student with a high school diploma or a G.E.D. certificate. Remedial courses are provided for those who need communication skills upgraded before they can successfully compete in the regular University environment or work force. Heavy counseling for as long as is necessary is

an integral force in the success of those who continue a collegiate program.

Regular academic classes that are traditionally and socially relevant are taught by faculty from the College of Liberal Arts, which is the College the students transfer into when they have demonstrated their willingness and ability to succeed through maintaining at least a C average and regular attendance. By maintaining performance standards, the students assure employers, the University, and their peers that their performance is equal to that of anyone attending a university or college regardless of previous educational experience.

There is usually a lower student-faculty ratio that permits the instructors to give more personal attention to each student. The hours and locations of the classes are also made convenient to accommodate those who are working. Students have become so well motivated through this process that most of them move on into the regular University programs with a high measure of success.

2. Federal Metro College: This segment of the Community Services Division began in 1974 as a program for civil servants in the downtown area. It focuses on college classes at all levels, again with an initial emphasis on communication skills. It has proved especially effective in expanding the career potential of minority workers.

3. Community services: All of the centers are definitely community oriented. Professionals in many fields work with community leaders and concerned citizens giving technical assistance and moral support to help them in their endeavors. When citizens come to them asking how to set up a block club, they help them to organize and plan the programs that will best suit their particular needs. The help required may be seminars on nutrition, hygiene, consumer affairs, etc. It may involve recreational

programs for old or young alike, or lunch programs for senior citizens.

Much of the work that goes on is done in cooperation with other agencies such as Vocational Rehabilitation Services, the Michigan Department of Social Services, or the Veterans Educational Opportunity Program.

A second major thrust of the College of Lifelong Learning is its Weekend College Program. This grew out of an urgent need of working people in a large metropolitan area to extend their education without giving up jobs that are essential to their existence. Traditional scheduling or night classes were not campatible with their hours of work, and the location of their homes. These people have neither the time nor the money to travel back and forth to work and the campus.

The University is strongly committed to the philosophy that every adult should have the opportunity to attend college if he wishes. It also realizes that the traditional mode is not suitable for many working individuals. Therefore, it was only natural that the teaching should be taken to the students. Thus, classes are scheduled all over the metropolitan area -- in union halls, high schools, libraries, community and municipal buildings. This led to the development of non-traditional methods of teaching. Consequently, this student population, ranging in age from 25 to over 50, is taught through television programs scheduled twice a day and on Sundays, giving students an option of when to hear the lecture. In addition, they spend four hours a week in a workshop session with an instructor in a location convenient to the student, and two weekends on the main campus in conferences. There are highly structured learning experiences that feature distinguished lecturers, seminars, small group discussions and supervised study sessions. After four years of successful study in a differently structured curriculum, the students receive a Bachelor of General Studies degree. Who are the people who enter this program? They are auto workers, secretaries, supervisors, police officers, homemakers, and many others. For one reason or another, they have all found a need to enroll in such a program.

A third thrust in programming of the College of Lifelong Learning is the credit-free courses that are available through the University Center for Adult Education, in part in cooperation with the University of Michigan. More leisure, changing societal patterns, rapidly advancing technologies, and easier accessibility to educational opportunities motivate adults to seek a wide range of courses. They may be used for career advancement, self-development, or just sheer personal pleasure, but for one reason or another the people who take them do not want college credit.

All of these activities of the College of Lifelong Learning are examples of how it is reaching into the urban community to identify the needs and desires of the citizens. Once known, the University can build the services in whatever way is necessary to fulfill the needs and be compatible with the function of a university. The rapidity with which some of these programs have grown is sure evidence that much more needs to be done. The limits to doing more are determined by the human and financial resources that are available.

The Community Service Centers, for example, have proved so successful that more are needed in other areas of the city where disadvantaged, low-income people are frustrated by their inability to function at a level so necessary to meet the pressures of society. The willingness to help them is there, but the resources are not.

In the Weekend College Program that depends heavily on audiovisual programming, there is need for new, updated, and expanded teaching segments. Not only are such programs integral to the Weekend College curriculum, but they could easily serve other urban areas who might want to mount similar programs. Here, again, the resources are limited and personnel over-committed. The Weekend College Program is ideal for the housewife who feels a need for fulfilling her own potential, but is restricted by the time available to her. Recruitment personnel, however, are already overburdened.

Nothing is so important to society as human resources, and nowhere is there a better opportunity to develop this resource than in an urban community where there are so many pressures, so many problems to be solved, and so many available avenues that can be taken to solve them. It is urgent, therefore, that the University work ever closer with the community to discover the gaps and deficiencies, and then provide the means that will help to eliminate them.

WAYNE STATE UNIVERSITY

HEALTH CARE INSTITUTE
URBAN INVOLVEMENT

The Wayne State University Clinics Building and its operational entity, the Health Care Institute, further epitomize Wayne State University's commitment to innovative service-education programs. The building, located in the center of the Detroit Medical Center complex, has been constructed with major capital outlay by the State of Michigan for purposes of an integrated ambulatory care service and education program. The primary recipients of the service aspects of the program are the inhabitants of inner city Detroit. Inner city urban areas have, for some time, been a focus of problem regarding accessibility to appropriate levels of ambulatory care. Further, the training of health care professionals has primarily been accomplished utilizing in-hospital resources; hence, in the minds of many, providing the health professional with inadequate exposure and training to meet the needs of patients in their ambulatory setting. Interest across the country in primary care, family medicine, and allied health professions is principally an interest in the training of professionals and the delivery of services in the ambulatory setting. Wayne State University, in conjunction with the State of Michigan, the City of Detroit and the Detroit Medical Center, has made a bold move toward the development of an ambulatory care facility as its principal education facility but at the same time representing a major ambulatory health care facility for the citizens of Detroit.

The program's service elements have been constructed around four principal objectives. These objectives in many ways answer the proclaimed crisis in medical care in the United States today.

1. Accessibility: Health and medical care provides a problem of major proportion to the vast majority of individuals residing in u[illegible] areas. Accessibility is influenced by several parameters including transportation, convenience of operating hours, schedule and appointment books, and meaningful consumer participation in the formulation of availability issues. The Health Care Institute recognizes the need for health care to be accessible and to be programmed around meeting the needs of the patient as a first priority.

2. In accordance with meeting the need of the patient, health care must be appropriate. This in general implies that the problem of the patient at the time of presentation for assistance must be appropriately identified such that the appropriate health professional resource can be called upon to satisfy the need. Increasingly, the service requirements of urban dwellers are more complex and broadly based than just medical needs. The health care system is increasingly involved in broader issues of psychological, physical, and social well-being and as such requires a broader complement of health care professionals. The Institute, in conjunction with Wayne State University and all of its health schools and colleges, will be providing appropriate professional services in a multidisciplinary setting to the people of Detroit.

3. Patient satisfaction with health care services is almost directly related to the compassion of the individual providing the service. Care in inner city clinics has often been characterized as inhumane, a production line, and at times for purposes of research and experimentation. The programs being planned for the Institute

are built around a requirement for the services to be compassionately delivered in a personalized environment.

4. The cost of medical care in the United States and particularly in urban settings has been so exaggerated in recent years that the cost of the services has all too often been a precluding factor in the receipt of services by individuals. This has particularly been so in inner city areas where public insurance mechanisms have often provided inadequate reimbursement to the cost standards of the private sector, hence, limiting access to care by individuals of limited resources. The Health Care Institute will, in a major way, focus on cost control through innovative financing mechanisms for primary care and through demonstration programs with the major third party sponsors.

All four of these elements are considered essential to a viable service program. Further, a viable service program is considered essential to a viable education program. However, the Health Care Institute has been created at a time and in an environment where there is considerable cost in the initial development of programs to begin servicing the public and educating the students. Further, there is considerable financial risk in providing the level of care spoken of in an inner city setting to a predominantly inner city population. The accomplishment of our education programs being dependent on satisfactory implementation of service programs will require a fiscal stability that goes beyond the educational resources of most universities. Therefore, Wayne State University, in creating the Health Care Institute, has provided a vehicle whereby both public and private dollars can flow into this service-education model with the Institute having an accountability to both the public financing mechanism and the public it serves in carrying out its service-education mission.

288

WAYNE STATE UNIVERSITY

REPORT ON WAYNE'S URBAN MISSION AND URBAN RESEARCH

In its Report of a Visit to Wayne State University (April 25-28) the Visiting Committee for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools presented two findings in relation to the urban mission of Wayne State University :

> On our strengths*
>
> Its..(WSU's)..imaginative effort to implement its urban service mission by using Detroit as a laboratory for training some of its students, and by reaching a new constituency through the College of Lifelong Learning and the new Weekend Program."
>
> Their concern*
>
> "Need for more Urban related research to take full advantage of the University's urban setting and to make faculty expertise directly useful to the City of Detroit."

The committee's concern regarding interdisciplinary activity and the need for intellectual community at WSU also relates to WSU's urban mission.

With the above listing of the urban strengths and concerns which were emphasized by the Visiting Committee, the response is organized into four (4) parts:

First our current activities in relation to the urban mission; second, what isbeing planned for the near future; third, what could be done. Finally we append reports from various centers and institutes relating to the office of the Vice President for Urban Affairs.**

---

* Presumably these were responsive to Chapter VII of the Self Study "Wayne State University -- Truly an Urban University" (See attached Document A.)

** The Institute of Labor and Industrial Relations, the Institute of Gerontology, the Center for Urban Studies, the Center for Black Studies, the Walter Reuther Archives, and the Center for the Study of War and Peace (See attached Document B.)

Areas of Activity

1. Research: The amount of basic and applied research relating to urban concerns conducted at Wayne State is substantial. A listing of such research is contained in attached Document Group 3 (relating to the Institute of Labor and Industrial Relations); 7 (relating to the Center for Urban Studies and including a partial list of urban research being conducted in various colleges and departments), 8 (relating to the Institute of Gerontology); and 10 (relating to the Center for Black Studies).

   Ongoing research under the aegis of the various centers include such matters as:

   a. Evaluation of a $175,000 substance drug abuse program and a $600,000 Law Enforcement Assistance Administration prison probationers' service project.

   b. A $250,000 resource study funded 50% by E.D.A. funds through the Michigan Secretary of State's Office and 50% by block grants through the City of Detroit to identify Detroit and Michigan's historical sites as part of a state-wide historical inventory. Areas of redevelopment conservation will be selected as one of the products of this research.

   c. A special study of day care needs in Detroit under a $75,000 H.E.W. grant, to be completed in early 1977.

   d. A $125,000 grant from the City of Detroit to assist the City Planning Department in developing a new style forward looking Master Plan which will include social, economic, and environmental, as well as physical considerations.

   e. A $25,000 N.S.F. grant to develop a University-Community resource sharing model.

   f. A $233,000 N.I.M.H. grant to study Service Needs of the Urban Aged.

   g. A $259,000 grant from the Administration on Aging to the Institute of Gerontology and the Department of Sociology to consider Adaptation to Old Age in an Urban Community.

e. Studies by the Institute of Labor and Industrial Relations funded at over $600,000 including : A Detroit Unemployment Study, Hidden Costs of Unemployment, the Irregular Work Economy, Forecasting Labor Force Supply and Unemployment for Wayne County, and Hypertension on the Work Site.

A partial list of urban-related research being conducted through Wayne State, and outside the various Centers and Institutes, includes 150 separately-funded projects covering such subject areas as : Transportation, Housing, Physical and Mental Health, Public Service, Law Enforcement Environment, Urban Economics, Employment, Education, Gerontology, Ethnicity, Child Care and Development, and Urban Incentive Tax Credits.

2. Instruction: There is a rich urban oriented curriculum available at Wayne State. Attached Document No. 6 contains a 128-page listing of credit courses available at WSU as of December, 1975. Some sixty of these are included in the Urban Studies Co-Major of the College of Liberal Arts, Document No. 5. The Liberal Arts College has also established co-majors in Black Studies (see Document 10) and Labor Studies (see Document 1).

While the Institute of Gerontology does not teach courses nor offer a degree, it grants a certificate as a Specialist in Aging to M.A. level students who complete a prescribed list of courses, complete an internship, and write an essay or thesis on a gerontological topic. Over thirty credit courses with gerontological content are presently being taught at Wayne. There are some 135 students in the program. The Institute works or has worked with 100 agencies which provide student internship possibilities.

Faculty approval has been given to a proposed M.A. program in Industrial Relations (see attached Document No. 2). However, implementation of this proposal has not been possible due to lack of funds. A catalogue of urban credit courses would not be complete without mentioning the many offerings of the Weekend College in this area.

There also are many non-credit courses, conferences, and seminars available on urban subjects. Virtually all of the Centers reporting to the Vice President for Urban Affairs make such offerings. The Applied Management and Technology Center has a very substantial catalog of urban-oriented courses.

The Institute of Labor and Industrial Relations, since its inception at Wayne State in 1946, and since it was established as a joint institute with the University of Michigan in 1957, has made a wide range of non-credit courses, seminars, and conferences available to the Labor-Management community. These programs are described in attached Document No. 3.

A formal Workers' Basic Study non-credit curriculum and a two-year non-credit Labor School were started in 1965. Since that date, some 18,000 trade unionists from at least seventy different unions have taken courses. Some 1,121 have graduated from the Labor School. Of these, some 150 have matriculated in the Monteith Labor Program. Two hundred and ninety-two people are currently enrolled in the Labor School. An estimated 25,000 representatives of management have taken non-credit courses, and/or attended conferences and seminars since the Joint Institute was established in 1957. About four hundred companies send people to some part of the program each year.

3. Community Service: Concerned faculty members from relevant Wayne State disciplines regularly serve on boards of community service organizations. They also frequently respond to requests for *ad hoc* service on state and federal government boards and commissions concerned with urban affairs. The Director of the Center for Urban Studies served as Co-Chairman of the Commission that revised the Charter of the City of Detroit. Vice President Arthur Johnson serves on the Board of Directors of New Detroit, and several other staff and faculty members serve on New Detroit Committees. Professor John Mattila of the Department of Economics was a key member of the recently discharged Governor's Committee on *Economic Future of the State of Michigan*.

Included in the key urban outreach mechanisms of the University are publications and television projections. Almost all of the Centers publish a newsletter for their constituencies. The publication of papers on specific urban research and the sponsorship of lectures and conferences is a common occurrence. The Center for War and Peace, The Walter Reuther Library for Labor and Urban Affairs, and those concerned with Ethnic Studies have made a major contribution to the development of urban-oriented television credit courses. These kinds of courses are presented by Wayne State's College of Lifelong Learning an average of three times daily. Virtually every television channel is utilized.

Available time and space do not permit here either a full cataloging of the urban strengths of Wayne State nor a really thoughtful discussion of the areas of concern expressed by the North Central Committee. However, a reference to the attached documents, only some of which have been discussed above, will afford a somewhat more complete picture.

4. Where do we go from here: In view of the severe shortage of funds it has been necessary to develop an approach which builds linkages between existing resources in order to increase their efficiency and visability.

The tools of this process include the development of interdisciplinary, urban focused curricular programs such as the Liberal Arts co-majors in Urban Studies, Labor Studies, Black Studies, Chicano-Borriqua Studies, the proposed M.A. program in and Industrial Relations in Liberal Arts; the co-major in conflict studies which is in the process of being proposed in Liberal Arts, and an M. A. focus in the College of Education on Labor Education, as well as various faculty/graduate seminars crossing college and discipline boundaries. Similar ideas have been developing in the Weekend Program in relation to Urban Studies and Labor Studies within their existing courses.

It is hoped that these inter-disciplinary, urban focused, curricular offerings, in cooperation with the concerned academic faculty, could be linked to the existing research and community service units such as the Center for Urban Studies, the Institute for Labor and Industrial Relations, the Walter Reuther Library for Labor and Union Affairs, the Center for Black Studies, the Center for the Teaching about War and Peace, the Institute for Gerontology, and a number of other such units. The use of conferences, television courses and programs and publications could easily add to the visability of these activities. There also will be a continuing effort to establish cooperative relationships with faculty in other universities.

To explore the best mode of linkage and to insure that the linkages will result in more research, increased inter-disciplinary activities, and greater contact with the City, we are now initiating a series of studies which deal with the Wayne State resources and potential in the following urban-related areas:

a. Labor
b. Ethnicity
c. Urban Culture
d. Conflict Studies
e. Ecology and Environment
f. Urban Public Policy Issues
g. Theoretical Issues Related to Urbanization

These studies should inform us as to the potential student interest, faculty strengths, research and community service possibilities and the minimal resources necessary to activate Wayne State's urban potential.

To give a little more detail to this general approach let us just mention Wayne State's resources in some of these seven areas.

In the area of labor, we have the Walter Reuther Library, the Liberal Arts M.A. potential, and the B. A. co-major, the Institute of Labor and Industrial Relations, the wide variety of labor offerings in nearly all of our colleges, the heavy participation of labor in the US/WC general education program, and outstanding faculty members who are expert in this field in nearly every one of our colleges. Wayne State University is the only institution which as developed a TV credit course in work/labor, and there is no quarter which does not see a major conference dealing with labor related issues on our campus. Our relations with local, national, and international institutions related to labor such as government, unions, and corporations are excellent. The purpose of our study in this area will be to see how the existing elements could be combined to make Wayne State an international leader in this aspect of urban related, inter-disciplinary studies.

In the area of ethnic studies we also have a wide variety of resources. The Folklore Archives, the Ethnic Studies Division of the Center for Urban Studies, the Ethnic Rooms project, and the many faculty in Liberal Arts, Education, and College of Lifelong Learning, the Center for Black Studies and the Chicano-Borriqua Studies Program, certainly give us the base for being a major center in this rapidly growing field.

The same holds true in the other five areas mentioned.

I believe that the main issue which we must tackle is an organizational one; namely, to bring together the existing resources at Wayne State to provide an inter-disciplinary learning and research environment with an urban focus, and how to make these resources easily available to the City of Detroit, to other concerned municipalities, and to the state and nation. The Development of co-majors, graduate/faculty seminars, conferences, TV offerings, publications, centers, and institutes have laid the groundwork for some major breakthroughs in the near future with only a minimum of additional resources.

Finally, some additional financial resources would be necessary for us to be able to respond fully to the "concerns" area of the Report. Perhaps a minimum structure could be established to provide some centralized way so that people can get access to the wealth of material and resources that Wayne State has on urban-related matters. Perhaps, the Center for Urban Studies, through the McGregor Conference Center, could develop and present once a year a non-credit basic policy course which could prepare its enrollees to plug into our urgan resources.

WAYNE STATE UNIVERSITY
URBAN CONSORTIUM

RESPONSE TO CUPU Request

While Wayne State University has been active in an extremely wide range of urban education, research, and community service functions since its inception, some recent developments have direct bearing on the CUPU proposal H.R. Bill 7328.

Wayne State University has developed a model for city-university collaboration aimed at the issues directly raised in the proposed legislation. This model is based on collaboration among a number of urban higher educational institutions and the City of Detroit (as well as other city related institutions and agencies, such as the Detroit Public Schools, the Neighborhood Services Organization, etc.).*

The model is based on a number of functions which are designed to maximize cooperative and productive relations in the use of scientific, technical, and other resources of a number of universities within one urban area. It consists of the following functions which are described in greater detail in the appended materials:

1. A consultative service - which gives access to city departments to scientific and technical personnel and information on an instant and continuing basis;

2. An evaluation service - which gives access to city departments to experts in developing evaluation procedures and/or doing evaluation of city programs and projects on an instant and continuing basis;

---

* The specific process through which this model was developed is described in the attached documents: The Detroit Hearings, The Detroit Consortium, Final Report on NSF Grant No. ISP76-19857, and To Educate the People.

3. An educational service - which gives access to city departments to experts in developing educational programs and/or doing educational programs for city employees on a rapid and continuing basis;

4. A planning and indicators service - which gives the city access to information and experts in the development of planning and indicators in areas of key city concerns;

5. Hearings and Newsletter - a service which develops "hearings" on key city issues where scientific and technical personnel from the universities and city officials can identify and refine the problems that needs to be addressed and get to see each others expertise without any follow-up commitments to each other. This process has been found critical in developing mutual respect and confidence between city and university in areas where there has not been much previous collaboration;

6. Policy-Option Papers - A service which gives city access to policy options developed by university scientific and technical personnel on a rapid and continuing basis;

7. Mini-research grants - a service which provides the city with fairly rapid solutions and/or options on technical and implementation issues (as opposed to policy issues);

8. Working Groups - a service which organizes and maintains city-university working groups on a variety of large scale issues. These working groups are capable fo doing basic and applied researc and providing technical and educational servic The areas which have been considered in Detroi at this time, and which have such groups are:

   a) Human Resource Development and Adult Educat
   b) Neighborhoods
   c) Energy, Environment, and Ecology
   d) Cultural Development and Action
   e) Social and Community History
   f) Urban Life Cycles
   g) Economic Development
   h) Legal and Political Development
   i) Impact of Foreign and Military Policy on Urban Options

These eight (8) functions are each administered by a joint city-university committee and an overall executive committee with representation of all of the eight (8) functions. The proposal is that in the first year of operation there would be a maximum outreach policy, namely that the largest number of academic experts and city units be involved. In the second year it is anticipated that the city would increase its contribution to the budget if it found these services useful. Built into each function is an evaluation procedure and budget for such evaluations, so that some fairly rigorous information would underly the plans for continuing, altering, developing, or otherwise dealing with this model.

At this stage the budgetary strategy is to have the city and the two larger universities put up equal amounts of hard-cash which would be matched (though not necessarily on a 50-50 basis) by various federal agencies - particularly NSF. All of the participating institutions (which includes more than the two major universities) have made significant contributions in personnel and other resources.

This model, while mobilizing massive academic resources on urban issues is both comparatively inexpensive and open to simple evaluation procedures. It is also sufficiently flexible that it could be transported to any urban area of this country, or any industrial or indistrializing nation.

One option to CUPU might be to have a discussion of such models with representatives of member institutions and key legislative and agency personnel in Washington.

WAYNE STATE UNIVERSITY

REUTHER LIBRARY OF LABOR AND URBAN AFFAIRS
URBAN INVOLVEMENT

In response to your request for specific information let me list several areas in which the Reuther Library of Labor and Urban Affairs can be of assistance in on-going research relating to urban problems:

1. The Archives is the major research center in the United States relating to the American labor movement, with special emphasis upon the period since 1930 and continuing up to the present.

   Within the scope of our holdings, which consist of more than 70 million documents, 125,000 photographs, 20,000 films and tape recordings, the special research areas are:

   labor-management relations
   collective bargaining
   collective bargaining in the public sector
   industrialization
   Urbanization
   Civil rights
   Ethnicity
   Public housing
   Immigration (from South as well as Europe)
   Use of Leisure time
   The retired worker
   American Work Ethic
   Redesign of the job
   Transportation

   Although Michigan and the Southeastern Michigan area are the focus of our collections, we are national in scope and have rich resources on urban areas in the United States.

2. The Archives has received a number of grants including a major planning grant from the National Endowment for the Humanities to conduct an in-depth study of the American worker through the medium of oral history and film. The project includes the following:

   OBJECTIVES: To plan an educational program which will promote public awareness of the experiences of diverse groups of Americans at work and in their unions and to relate these experiences to their current concerns in these areas. Special attention will be paid to the experiences of women and minority groups.

PROGRAM: To plan a series of audio-visual presentations using oral history and other audio-visual materials to inform and stimulate discussion among workers about the experiences of their fellow workers in such areas as work satisfaction, occupational mobility, job discrimination, retirement and the establishment of unions. These presentations would be made available for use through several organizational networks within unions, educational institutions, and community groups.

AUDIENCE: A primary target audience are the million and a half members of the United Auto Workers, members of other trade unions, and the tens of thousands of adult students enrolled in labor studies and labor education programs around the country.

3. The Archives works closely with a number of its major donors, including the UAW, AFSCME, AFT, and the United Farm Workers to assist in their educational and retiree programs.

4. The Archives also collects the records of urban-related groups. For example, the Archives is the on-going depository of records of the United Community Services of Greater Detroit; Detroit Council of Churches; Detroit Branch of NAACP; Michigan and Detroit Chapters of ACLU; New Detroit, Inc., Citizens Crusade Against Poverty; and the Michigan Welfare League.

5. The Archives is the depository for the personal papers of persons active in labor, public affairs, government and reform movements. For example, we have the papers of: Former Mayor, Jerome P. Cavanagh; Judge George C. Edwards; State Senator Coleman A. Young; Senator Patrick McNamara; Congressman Charles Diggs; Detroit City Councilman Edward Connor; Judge Wade McCree; former State Senator Sander Levin; and State Senator Joseph Snyder. Of course the papers of many labor leaders are also housed in the Archives.

Please let me know if we can provide further information. I will be out of town on University business until Saturday, April 22, but Mr. Warner Pflug will be able to help you.

GERONTOLOGY AT WAYNE STATE UNIVERSITY

THE INSTITUTE OF GERONTOLOGY WAS ESTABLISHED BY THE MICHIGAN STATE LEGISLATURE IN 1965 AS A JOINT INSTITUTE BETWEEN WAYNE STATE UNIVERSITY AND THE UNIVERSITY OF MICHIGAN. THE PROGRAM IS DIVIDED BETWEEN THE TWO CAMPUSES AND CONSISTS OF THREE MAJOR FUNCTIONS: EDUCATION, RESEARCH, AND SERVICE.

EDUCATION The Institute offers a broad teaching program in gerontology. At the graduate level, training is afforded through the relevant departments at the master's, doctoral, and post-doctoral levels. A master's level Specialist Certificate in Aging Program is offered, and is primarily designed for students who plan careers in the delivery of services to older persons. Graduate training programs in aging are supported by the regular budget of the Institute and by grants from the National Institute on Aging and the Administration on Aging. An undergraduate co-major in gerontology is being developed and will be available to students in the near future. Currently, forty course offerings in aging are available at Wayne State University in departments in the College of Liberal Arts, the School of Social Work, the School of Medicine, the College of Nursing and the College of Pharmacy and Allied Health Professions.

RESEARCH The Institute encourages and supports research activities of faculty and students in cooperating academic units on the campus. Gerontological research projects at Wayne State University have involved suc subjects as social policy and aging, biological and physiological aging, psychological processes and aging, service needs of the aged, housing policy and the aged, and service delivery and the aged.

SERVICE The service program of the Institute is designed to meet certain needs not provided by other agencies. Institute staff serve in an advisory or consultative capacity to local, state, and national agencies and organizations concerned with aging and the aged. The Institute also compiles, publishes, and distributes *Information on Aging*, a periodic newsletter containing information on events related to the aged such as new and proposed legislation, public programs, and community services.

For information on Institute programs, graduate stipends, and tuition scholarships, write to Charles J. Parrish, Ph.D., Director, Institute of Gerontology, Wayne State University, 205 Library Court, Detroit, MI 48202.

PROGRAMS

The Institute is generally organized around a series of programs, each of which seeks to encompass in its activities a concern for education, research, and public service. These activities are supported from the Institute's regular state budget and from grants. Currently funded multiple-year training and research grants held by the Institute at Wayne State University amount to over $1.4 million.

SOCIAL POLICY AND AGING: Charles J. Parrish, Ph.D., Director
— focuses on research and training in the translation of aging research into policy and practice

LEARNING RESOURCES CENTER: H. Jean Owens, M.S.L.S., Director
— a rapidly expanding research-oriented library with over 5000 catalogued items serving faculty, students and the community

MENTAL HEALTH AND AGING: Boaz Kahana, Ph.D. and Melvin Schwartz, Ph.D., Co-Directors
— develops programs with university units and community agencies dealing with the mental health problems of the elderly

MINORITY AGING: director being recruited
— program on special problems of minority elderly is being developed with Wayne State University's Center for Black Studies

ELDERLY CARE RESEARCH CENTER: Eva Kahana, Ph.D., Director
— conducts research and training on aging in coordination with the Wayne State University Department of Sociology

HEALTH AND AGING: Jeanne Fitzgerald, M.P.H., Director
— coordinates aging programs with the Wayne State University School of Medicine, College of Nursing, the Health Care Institute and other academic and community agencies serving the aged

CONTINUING PROFESSIONAL EDUCATION: director being recruited
— organizes educational programs for professionals serving the elderly

COMMUNITY SERVICE: Robert A. Graham, M.Ed., Director
— coordinates outreach programs related to community agencies serving older persons

THE INSTITUTE OF GERONTOLOGY AT

WAYNE STATE UNIVERSITY

Wayne State University is located in the heart of the Detroit Metropolitan Area. It is a complex graduate university and one of the largest single-campus institutions in the United States enrolling approximately 35,000 students during the current academic year. The University is strongly committed to its role as an urban institution of higher education of broad intellectual scope.

Wayne State's location and commitments afford unique opportunities in higher education to students from the Detroit area. This is highlighted by the fact that over 22 percent of the student body is Black, the highest percentage of any major state university in the country. The university is more than a vehicle for upward social mobility for students of the surrounding area; it ranks sixth nationally in the size of its graduate enrollment. Students drawn from across the nation receive research and professional training in a wide diversity of high-quality programs.

The Institute of Gerontology at Wayne State University fits well with the activities and orientations of the academic programs of the University. Established by an act of the Michigan State Legislature in 1965, the Institute is divided into two component units, located at Wayne State University and the University of Michigan. It is funded through a line item in the State of Michigan Higher Education Budget and offers a number of joint programs. However, the two units operate as separate educational institutions, each affording their aid in the development of gerontological curriculum content for cooperating academic units, fostering research in aging and providing public service in aging appropriate to an institution of higher education.

The Institute of Gerontology at Wayne State University is headed by Charles J. Parrish, Ph.D., Professor of Political Science. He is assisted in the administering of the Institute by Jeanne Fitzgerald, R.N., M.P.H. and Robert Graham, M.Ed. Ms. Fitzgerald and Mr. Graham perform a wide variety of tasks in the Institute, from the managing of the day-to-day operations of the organization, to program development and community service. Dr. Paul Dommermuth was Visiting Research Scientist in the Institute for the 1976-77 academic year. As a medical sociologist he has been very helpful in developing a new program in Geriatric Pharmacy which has been funded for the 1977-78 academic year under an AOA Title IV-A Career Training Grant.

The Director of the Institute reports administratively to the Vice-President for Urban Affairs, Ronald W. Haughton. The Institute of Gerontology is one of the several multi-disciplinary institutes and centers which report to Vice-President Haughton. This arrangement is of great utility for two reasons. First, it gives high visibility to the Institute in the university community and facilitates its multi-disciplinary gerontological activities. By reporting to the central administration of the University rather than to the dean of a particular college, there are few institutional barriers to working for the development of gerontological content in programs as diverse as pharmacy and sociology.

Second, the administrative structure into which the Institute fits in the University is illustrative of the degree of commitment within the institution to gerontology. The Director is afforded easy and direct access to the central administration at the vice-presidential and Provost level. This relationship has worked well for the Institute; it has helped maintain a considerable commitment of university resources to the Institute's programs. While the general fund budget of the Institute comes directly from the State of Michigan, Wayne State University helps to underwrite all overhead costs of operations. This includes space, utilities, accounting services and other support activities. The University provides the Institute with a complement of twenty offices, a large suite of rooms for the Learning Resources Center, a large classroom and a seminar room. The latter are used regularly by the Institute's Faculty Associates in teaching aging courses.

The Institute has followed a pattern of development which emphasizes policies that lead to the institutionalization of gerontological concerns in basic academic teaching and research programs throughout the University. There has been no emphasis on the development of the Institute into a basic academic unit with its own courses and degrees. The focus of the Institute program is on the introduction of gerontological research concerns and course content in every appropriate academic unit in the University. This approach has proved to be a useful one, as the past three years have seen the number of course offerings grow from thirteen to thirty-two in the current academic year.

INSTITUTE PROGRAMS

The activities of the Institute are generally organized around a series of programs which are described in the following section. Each of them seeks to encompass in their activities a concern for teaching, research and public service in gerontology.

GRADUATE TRAINING PROGRAM

Graduate training in the Institute of Gerontology centers around the "Specialist in Aging" Certificate Program. This program presently enrolls 94 students, drawn from 14 academic programs. The overwhelming majority of these students are at the Master's level and are acquiring training so that they may take positions in the area of service delivery. Many of our students are in mid-career and already have positions in public and voluntary agencies whose activities are related to the aged, and are for the first time acquiring training in gerontology to make them more effective in their jobs. Some students are post-master's students who come to the program to obtain the "Specialist Certificate," and a smaller number are doctoral students who are being trained for concerns in research and teaching in aging. As can be seen from the data presented in Table I, a very sizeable number of our students are Black. The percentage of minority students varies from year to year, but generally it falls between 20 and 25 percent.

Each of the students in the program is required to take course work in the sociology-psychology of aging, public policy and aging and, in most cases, aging concerns in their own disciplines. Moreover, all are required to complete an internship experience which exposes them to actual problems in the area of service delivery to the elderly.

TABLE I

GERONTOLOGY STUDENTS 1976-77

The Institute of Gerontology has a student enrollment of 94 students. The following is the composition of the student body according to discipline, degree program and ethnic background.

# OF STUDENTS	DISCIPLINE	DEGREE PROGRAM	ETHNIC BACKGROUND
6	Family & Consumer Resources	5 M.A. 1 Ed.D.	4 White 2 Black
12	Guidance & Counseling	1 Ed.D. 11 M.A.	2 Asian 9 White 1 Black
3	Occupational Therapy	3 M.S.	1 White 2 Black
6	Public Administration	6 M.P.A.	4 White 2 Black
3	Political Science	3 Ph.D.	3 White
6	Psychology	2 M.A. 4 Ph.D.	6 White
3	Parks & Recreation Services	3 M.A.	3 White
15	Social Work	15 M.S.W.	7 Black 1 Hispanic 7 White
8	Sociology	6 Ph.D. 2 M.A.	2 Asian 6 White
8	Education	7 M. Ed. 1 Ph.D.	3 White 5 Black
4	Library Science	4 M.L.S.	4 White
3	Biology/Physiology	3 M.S.	3 White
2	Anthropology	1 Ph.D. 1 M. A.	2 White
2	Nursing	2 M.S.	2 White

CATEGORIES OF STUDENTS:	
Master's	64
Doctoral	17
Already with Degrees	13
	94

ETHNIC BACKGROUND SUMMARY:		
Black	22	(23.4%)
Asian	4	(4.3%)
Hispanic	1	(1.1%)
White	67	(71.3%)
	94	

The Institute provides a number of services for the Program's students. A full-time academic advisor, Ms. Janice Pangrazzi, is on the Institute staff. Her duties include:

(1) maintaining contact with cooperating academic departments in relation to the offering of Gerontology courses.

(2) advising students on the development of plans of work for the Program, and monitoring the fulfillment of requirements;

(3) developing internship sites for the Program's students; and

(4) maintaining a current file of job openings and advising students on placement opportunities.

The graduate training program has played an important role in the overall development of the Institute at Wayne State University. The program has grown from one in which ten courses were offered in aging three years ago, to the point that it is anticipated that over thirty will be available to students in the present academic year. Because of this, many more students take courses in aging than are enrolled in the Specialist Program. With the expansion of the program to include an undergraduate co-major (the development of which is supported in part by the 1977-78 (AoA Career Training Grant, it is anticipated that the overall training program will reach many more students in the coming years. Reference will be made to some specific aspects of the gradutate training programs as the various Institute programs are discussed in the following sections.

The involvement of Gerontology Faculty Associates in the training aspects of the program has been very helpful to other aspects of overall Institute concerns. For example, it has led to the proposal to the National Institute on Aging for a five-year doctoral and post-doctoral training program (described in the section on the Program in Social Policy and Aging). This proposal was funded and began in July 1977. Thus, the Master's level program primarily aimed at developing trained persons to deliver services to the elderly became a base on which to move to a research-oriented training program at the doctoral and post-doctoral levels. Moreover, a number of our recent grant submissions and proposals on which we are presently working grew out of relationships established on the basis of our Specialist in Aging Program.

PROGRAM IN SOCIAL POLICY AND AGING

This program is directed by Dr. Charles J. Parrish, Director of the Institute. The translation of research findings into effective policy which would better the lives of the elderly is one of the basic commitments of the Institute. In keeping with this, a research training program in social policy and aging was devised and funds were requested from the National Institute on Aging for support. This program is a joint effort with the Institute of Gerontology at the University of Michgian, but is administered through Wayne State University by Dr. Parrish. It joins the Department of Psychology and the School of Architecture and Public Health at Michigan, and the Departments of Psychology, Political Science, and Sociology at Wayne State. It is designed to train doctoral and post-doctoral students to analyze problems of the policy implications of aging research in the several disciplines. The program has just been awarded a five-year grant of $348,325 from NIA to begin this program. It is anticipated that this figure will rise in future continuation years of the program.

In many ways the Social Policy and Aging Program is the harbinger of the major developmental thrust of the Institute at Wayne State. In looking over the research grants submitted and the recent presentations made by Institute staff and faculty associates, it can be seen that there is a very strong concern evidenced for bridging the gap between research and practice. This concern runs through all the teaching and research aspects of the Institute's activities. Reference can be made to the list of presentations made by staff and faculty associates at the last annual meeting of the Gerontological Society and to the description of grants submitted in the next section to show how well this concern has been integrated into the Institute's overall program.

During the coming year, the Institute at Wayne State University will establish an occasional paper series in social policy and aging. Its intention is to publish articles and monographs which address themselves to the problem of the translation of research findings into policy and practice.

PROGRAM IN MENTAL HEALTH AND AGING

This new program, which has just been initiated by the Institute, is directed by Dr. Boaz Kahana, Professor of Psychology, Oakland University and Faculty Associate in the Institute of Gerontology. Dr. Kahana is uniquely qualified to develop this new program in that he is both a mental health and aging researcher and a practicing clinician. In addition, Dr. Kahana sits on the professional review committee of the Center for Mental Health and Aging of the National Institute of Mental Health. In the first phase of the development of this program in the Institute, relationships with two academic units have been established that will initiate training programs in mental health and aging. The first of these is a program with the Detroit Psychiatric Institute (DPI). Funds have been requested for the support of this program in this grant submission, but regular budget funds were committed to begin this program during the present academic year. The program is intended to be a model program for the training of mental health professionals for working with the aged in an interdisciplinary framework. Psychiatrists, psychologists, social workers and nurses will take part, working together, in a didactic as well as experiential training program toward a graduate certificate in mental health and aging. The program is based on previously successful cooperative efforts and commitment of the Wayne State University Institute of Gerontology and the Detroit Psychiatric Institute (D.P.I.). D.P.I. is a major mental health facility for the City of Detroit. It is responsible for the ambulatory service of 575,000 residents of the city's east side. D.P.I. and Lafayette Clinic constitute the Department of Psychiatry of the Wayne State University College of Medicine; D.P.I. psychiatric staff have faculty appointments in the department. Teaching and research efforts are supported by Wayne State University and the National Institute of Mental Health. The D.P.I. is located in the heart of Detroit. They see 80 percent Blacks and 20 percent Whites on their inpatient services, and 65 percent Blacks and 35 percent Whites in their outpatient service. They serve disproportionately the lower socioeconomic groups in Detroit.

Training of mental health professionals in aging will be approached in a "systems" oriented manner, utilizing already existing institutional resources to simultaneously train faculty, students, and practicing mental health workers in contemporary techniques in mental health practice. Consequently, a module for training of faculty, a continuing education component for practitioners and a joint training program for psychiatry, psychology, social work and nursing students will be designed.

The second of these programs is being developed in the Clinical Psychology section of the Department of Psychology at Wayne State University. It is being funded under the 1977-78 Career Training Grant from the Administration on Aging, and through regular Institute budget funds. Under the proposed training program, mental health professionals working in the field as well as graduate students in the areas of clinical psychology, social work, and guidance and counseling would participate in a series of "Seminars in Clinical Psychology". These seminars would focus on: (1) the general problems presented by aging; and (2) clinical methods of dealing with the psychological consequences of these problems. Normal aging processes, as well as life crises such as retirement, widowhood, failing health, reduced finances and loneliness, will be examined. The seminars are intended to facilitate innovative program development in agencies, and to discourage duplication of services for the aged through review of community mental health resources presently available. Intervention techniques and treatment modalities will be considered and demonstrated. Some of these approaches will include: crisis intervention, group and family therapy, and environmental therapy. It is intended that a close working relationship with mental health agencies will be developed. Agency personnel who are enrolled in the seminars could be identified in their respective agencies as resource persons and could in turn aid in the identification of further training needs thus producing a "ripple" effect. Faculty from a number of Wayne State University Departments such as Psychiatry, Sociology and Social Work will also be utilized as participants in the seminars, as well as faculty members of other universities in the Southeastern Michigan metropolitan area (University of Michigan, Oakland University, etc.). Agency personnel and other mental health professionals in the field will be utilized as appropriate in the program.

Discussions have been begun with Ms. Katherine Domurath, staff member of the Detroit East Community Mental Health Center in charge of the mental health of the elderly program there. Ways are being discussed in which the Institute's Program in Mental Health can be of service to the Center and how the Center can provide a care setting for the elderly, as well as one which our faculty and students can use as a suitable training site.

PROGRAM IN MINORITY AGING

This is a new program being initiated during the current academic year in this important area. It is directed by Dr. Larry C. Taylor, a member of the faculty of the Department of Political Science and a Faculty Associate of the Center for Black Studies at Wayne State.

Since the beginning of the 70's we have witnessed an increasing exodus of whites from the central cities in the United States. At the same time, there has been an increasing concentration of Blacks in an urban setting of crime, environmental blight, and insufficient social and recreational services. Within this urban environment live 48 percent of the Black aged. Available data indicate that this population is increasing and is not likely to abandon the central cities in the immediate future. Moreover, a developing gerontological literature reveals that the Black aged differ from other aged populations on many important attitudinal and socioeconomic indicators and as a consequence may require unique planning and service strategies. A major concern is that data show the Black aged tend to underutilize existing services. Explanations for this have included such factors as fear of invasion of privacy, uncertainty about eligibility, negative agency attitudes and behaviours, and anxiety about interracial contact. These variables which structure the lives of the Black aged may be categorized as: (1) Differences in socio-economic status; (2) Cultural factors; (3) Communication and language barries; (4) Differences in eligibility for services; and (5) Differences in physical and financial access. These factors clearly point to the need for special programs on the Black aged which incorporate research, teaching and community service into their design.

The above problems can serve as useful rationales for the functions of the "Program in Minority Aging". Although there is a relative abundance of research literature on the socio-economic conditions and the attitudes of the Black aged, little attention has been given to service provision in the general area of environmental health and recreation. Far more emphasis in the literature is on the delivery of services in the more traditional health or medical areas. It is our intention to develop a research project, in conjunction with the Wayne State Center for Black Studies, entitled "The Detroit Project on Race, Age and Service." This project grows out of work already done in the "Detroit Services Delivery Project" headed by Professor Bryan Jones of the Department of Political Science. A large number of publications have reported the massive data set on service delivery in the City of Detroit which is amenable to use for testing of hypotheses on race, aging and services. It is planned that a major multi-disciplinary research grant will be developed in the coming academic year that builds on the work now being done on service delivery in Detroit.

The expansion of teaching in the area of Black aging is of considerable importance to both the Institute and the Center for Black Studies. There is a need for greater sensitivity among the public, and service providers, about the problems of the Black aged. There is also a need for more minority persons to staff service delivery organizations. A new course on the Black aged is being developed. It will be both a resource for the Specialist in Aging Certificate Program and help to broaden the teaching program of the Center for Black Studies. More courses on subjects of importance to the minority aged will be planned in the future.

ELDERLY CARE RESEARCH CENTER

The Elderly Care Research Center, directed by Eva Kahana, Ph.D., is affiliated with the Department of Sociology and the Institute of Gerontology at Wayne State University. It is involved in studies of older adults seeking a better understanding of their opinions, service needs and characteristics in urban areas. A number of federally funded projects are currently underway dealing with service utilization, service needs and responses of older people to relocation and changing environments.

The Elderly Care Research Center provides research training and apprenticeship opportunities to a large number of graduate students from sociology, psychology, social work, political science and related disciplines. Students participate in all phases of of research from proposal writing through instrument development, fieldwork, data processing analysis and write-up of findings. As such, it also affords opportunities for professional socialization of students encouraging them to present papers at professional meetings and launching them on publishing their data in scientific journals.

The Elderly Care Research Center also provides ongoing feedback to practitioners in the community about results of studies which may provide more systematic guidelines for understanding problems of the aged and providing better services to them.

The Center has held research grants totalling over $1,000,000 over the past seven years from NICHD and NIMH which have been the primary source of support for its activities. Supplemental operational funds are underwritten by the Institute of Gerontology. Grant types have been: "Matching environments and needs of the aged: research project, a study of congruence between environments in homes for the aged and resident characteristics"; "Studies on adaptation among the aged"; "Strategies of adaptation among institutionalized aged"; "The aged and their significant others"; "Role of homes for the aged among community services for the elderly"; "A survey of service needs of the urban aged and their families and of community agencies providing basic supportive or institutional care." A new three-year grant for $322,961, "Voluntary Relocation and Adaptation of the Aged" has been funded by NIMH and NIA.

The Elderly Care Research Center represents a considerable resource for the Institute in research, pedagogy and services. Graduate students trained through their association with the Center are afforded excellent experience in each of these three areas.

PROGRAM IN HEALTH AND AGING

The Institute of Gerontology has had a particularly strong commitment in this vital area. The Program is directed by Jeanne Fitzgerald, a professional nurse with graduate training in Public Health and Gerontology. In the past five years, the Program has initiated numerous activities in the areas of training, research and community service. Most of the projects developed through this Institute Program have, in fact, bridged the three foci of the overall Institute program.

Ms. Fitzgerald, who also holds an academic appointment in the Department of Community Health Nursing in the WSU College of Nursing has developed and taught the undergraduate sequence in gerontological nursing for the past two years. In addition, she supervises and advises graduate nursing students in aging-related research projects and teaches independent study courses at both undergraduate and graduate levels. The development and implementation of a graduate minor in Geriatric Nursing has been funded through the 1977-78 AoA Career Training Grant. Professor Fitzgerald will be coordinating this new program, as well as developing and teaching one of the courses in it. Graduates of the Master's level program will be aging specialists in one of four nursing areas: Adult Primary Care Nursing, Advanced Medical Surgical Nursing, Adult Psychiatric-Mental Health Nursing, or Community Health Nursing. In addition to being trained as expert clinical practitioners, graduates of the College's doctoral program who specialize in Geriatrics and Gerontology will also have advanced competencies in nursing research and teaching. The 1977-78 AoA Career Training Grant also contains support for the development of geriatric speciality programs in two other health professional training programs: Community Medicine and Pharmacy. In the College of Pharmacy, three distinct educational programs will be developed to help educate pharmacists in the area of provision of pharmaceutical services to skilled nursing facilities. All programs will be implemented concurrently, but will be directed towards a different phase of pharmacy education. Program I will be directed towards students in their last year (third professional year) of undergraduate professional curriculum. Students will receive 200 hours of advanced training in the actual provision of clinical pharmacy services to geriatric patients. Phase III is directed towards the practicing pharmacist. Two institutes will be developed for the purpose (1) of increasing the pharmacist's awareness of pharmaceutical services in S.N.F.'s; (2) increasing his/her knowledge base of diseases and drug therapy principles peculiar to the geriatric patient; and (3) improving previously acquired skills in the provision of pharmaceutical services to geriatric patients in skilled nursing facilities.

The third new program, to be developed in the Department of Community Medicine of the School of Medicine, will introduce gerontological curriculum and practical experience in working with the elderly to all students in the Freshman year. Lectures on gerontology and geriatrics by local and national experts will be built into the formal curriculum. Students will also have extensive exposure to community resources and services for the elderly where the emphasis will be on working with the well-elderly.

The Program has had equally strong emphases in the research and community service functions. In 1972, the Institute underwrote the development of a proposal for a program of coordinated home-support services that would serve as an alternative to institutional care for the aged and disabled. The Institute also has developed the prototype for a statewide, computerized nursing home information system, a project recently funded in Michigan by the Kellogg Foundation. In cooperation with the Comprehensive Health Planning Council of Southeastern Michigan, the Institute researched and published a directory of Home Health and Related Support Services for the seven-county region.

Both undergraduate and graduate WSU gerontology students are currently involved in several research and service projects under the auspices of the Institute. A request for assistance in grant porposal development from a community organization resulted in a major research project to assess the health and social condition of homebound elderly in Detroit's university-city area known as the Cass Corridor. The projects's findings will provide baseline data for the development of a coordinated health and social service program for this group of aged. Another project is now in the planning stages which will assess the impact of a nutritional supplement program for malnourished elderly in the Detroit area; findings of this study may have national implications for public nutrition programs for the elderly. Other projects in which the Program in Health and Aging is currently involved include the evaluation of a program providing information and referral to nursing home and alternative care services. This project involves students fulfilling the internship requirement for the Specialist Certificate in Aging Program. A pilot study has just been completed concerning the attitudes of professional nurses toward working with the aged; in the next few months this project will survey groups of nurses in the entire State of Michigan. Findings of this study will have clear implications for the development of training programs in nursing. In March of this year, the Institute co-sponsored (with the Center for Health Research of the College of Nursing) a one-day symposium entitled" Aging and Dying: Research Issues for Nursing." Over 300 nurses in practice attended the symposium, and another 200 had to be turned away due to space limitations. Such a demand for knowledge and skills in working with the aged clearly indicates that more programs of this type are needed and will be developed.

Other projects currently in the developmental stages include an evaluation of community programs providing home care services to terminally ill cancer patients, an evaluation of the relationship between patient care evaluations and inspection reports in nursing homes, and an assessment of the impact of new providers of home health services on legislation and regulation. Future plans include the development of formalized relationships and programs in cooperation with the WSU Health Care Institute, a $50 million project currently under construction in Detroit. More details on the Program's involvement in community service functions can be found in the section on Community Service.

THE LEARNING RESOURCES CENTER

The Learning Resources Center at the Institute of Gerontology is an active training and research oriented library offering a comprehensive collection in Gerontology. The purpose of the Learning Resources Center is to carry out the goals and objectives of the Institute as they relate to the dissemination of information about aging. In addition, the Center serves as an accessible repository of information on aging for the Detroit Metropolitan Area, as well as for the State of Michigan.

The Center collects, catalogues and maintains resource materials relevant to Gerontology in such diverse areas as community services, demography, education, employment, health, economics, biology and physiology, sociology, psychology, low, death and dying, housing, transportation, retirement, protective services, social welfare and political science. These also include specific training materials. Additionally, special collection building is prominent in the areas of social security, leisure, mental health, research funding and health. An extensive collection of reprints, unpublished papers, pamphlets, bibliographies and newspaper clippings is regularly acquired and catalogued.

Learning Resources Center materials and the services of the Center's resource librarian are made available to students, researchers, Gerontology and other interested faculty from Wayne and other Michigan institutions of higher education, and organizations involved in service-delivery to the aged popluation. Services available to users include circulation of materials, location assistance, information and reference, mail requests, and library guidance and instruction.

An important research and reference service is provided to both students and faculty in the conduct of searches of computerized bibliographic data bases relevant to aging. Wayne State Univesity, one of the first academic institutions in Michigan to offer computerized bibliographic search service through its libraries, has offered access to a variety of data bases since 1974. At present the WSU Library System has agreements with three major data base vendors: National Library of Medicine, Systems Development Corporation, and Lockheed Information Systems. Since these searches can become expensive, the free service provided through the Institute has been important to the development of sound teaching and research in aging at the University.

The main collection is housed in open stacks to allow the user an opportunity to browse before selection. The reading room can accomodate thirty users and adjoins the open stacks rooms.

The efforts of the Learning Resources Center to support research and education in the field of gerontology can be articulated through the number of volumes on hand. The February, 1977 Center inventory revealed the following collection:

2,057 titles (books, government documents, and bound reports)
235 catalogued bibliographies
32 journal subscriptions
100 newsletter subscriptions
3,182 catalogued reprints, pamphlets and bibliographies

The last three years have seen a rapid expansion in the Learning Resources Center's holdings. The collection will expand even more significantly due to the recent acquisition of microfiche and microfilm equipment. Back issues of professional gerontology journals, and dissertations in gerontology (especially on microfilm) are of critical importance to teaching, learning and research activities of the training program. As there are many faculty members and students who frequently publish their work in professional journals and who participate in national professional meetings in the field of Gerontology, the Center can effectively support their research projects and encourage academic activity by providing extensive resources. The Institute serves faculty and students from a wide variety of disciplines, and given the obvious space limitations facing most institutions, a microfilm collection will enable us to overcome these limitations and provide more comprehensive multi-disciplinary resources materials. The recently funded AoA Title IVC Career Training Grant allows for the development of the Center's microfilm and microfiche collection. With the addition of equipment and software, it will be possible to respond to the increasingly pressing needs of students and faculty at Wayne State, and policy-makers and service-providers in the community.

Another important area in the process of development is that of audio-visual materials. The Learning Resources Center currently has a limited selection of audio-visual materials available for loan to faculty members, students and community organizations. These materials serve as an effective resource to enhance teaching methods, to demonstrate training techniques and to promote awareness in the field of gerontology. The Institute presently arranges for rental of both materials and equipment for WSU Gerontology courses. An extensive expansion of the audio-visual collection is under way because of increased demands made on the collection.

COMMUNITY SERVICE

The Institute of Gerontology at Wayne State University is keenly aware of its responsibility to the broader community. The core professional staff carries out many activities in relation to public and voluntary agencies relevant to the elderly.

The Director, Dr. Charles J. Parrish, serves in a number of capacities in community organizations concerned with the elderly. He is, for example, a member of the Professional Advisory Board of Citizens for Better Care; and a member of the Technical Advisory Committee of the Michigan Cancer Foundation's five-year Metropolitan Detroit Cancer Control Program, a $13 million project sponsored by the National Cancer Institute. He has helped arrange many Institute services for agencies, including program evaluation, pre-retirement programs, speakers, etc.

Each of our two Assistant Directors came to the Institute directly from agencies serving the elderly. Ms. Jeanne Fitzgerald was previously with the Visiting Nurse Association of Metropolitan Deteroit where she developed a project on alternatives to institutionalization for the elderly. Mr. Robert Graham was previously with the Michigan Employment Security Commission where he specialized in problems of the older worker. Each of them have continued to expand their concerns in the community while with the Institute.

Ms. Fitzgerald, for example, is an elected member of the Executive Board of Citizens for Better Care, the remarkably effective nursing home and consumer advocacy organization. She also has been the Chairperson of the Home Health Task Force of the Comprehensive Health Planning Council of Southeastern Michigan. This relationship resulted in the collaboration which produced the Home Health and Related Support Services Directory for Southeast Michigan. Naturally, the elderly are by far the largest single group for which the directory is relevant. A research project based upon this work is in the developmental stages. Among other relevant positions, Ms. Fitzgerald also serves on the Technical Advisory Committee of the Senior Day Center, an adult day care center funded through the Wayne County Office on Aging; and serves on the Board of Directors of Michigan Legal Services, Inc., an important organization concerned with the legal matters of statewide impact or complexity, or of special significance to poor people in Michigan.

Mr. Graham, meanwhile, serves as: a member of the Advisory Committee - Area Agency on Aging, Region 1A; a member of the Metropolitan Area Planning Committee of United Community Services; board member, Cass Corridor Concerned Citizens; board member, Commission on Aging, African Methodist Episcopal Church (Office of Urban Ministries and Ecumenical Relations); board member, Retired Senior Volunteer Program (Wayne County); board member, National Center on Black Aged and National Caucus on the Black Aged; Member, Advisory Board, Michigan Employment Security Commission, Older Worker Specialists; member Advisory Board, Senior Citizens Health Screening Project; and as a board member, Agency Council for Services to Older Adults.

In addition to the community services afforded by the individual members of the professional staff and the Faculty Associates, the Institute engages in many public services in gerontology. A few of the recent projects in which the Institute at Wayne has been involved in recent months are:

1. Institute staff compile, produce and disseminate a bi-monthly newsletter, Information on Aging. The purpose of this publication is the provision of information on local, state and federal developments relating to the aged. This publication is available free-of-charge to anyone requesting to be placed on the mailing list. At the present time, Information on Aging is distributed routinely to over 3000 individuals, about one-half of whom are involved in the delivery of services to the aged. About one-third of those receiving the newsletter live in states other than Michigan. Thus, the newsletter has been helpful nationally to individuals and organizations concerned with the aged.

2. The Institute cooperates with local businesses and organizations in conducting pre-retirement planning seminars. In the past year, for instance, Institute staff have been involved in seminars with such organizations as United Community Services of Metropolitan Detroit (tri-county area), the Avon Township Public Library (Oakland County), the Drayton Avenue Presbyterian Church (Oakland County) and Macomb County Community College. Two seminar series are now in the planning stages with organizations in Wayne and Monroe Counties. Institute staff coordinate the programs, conduct sessions, and arrange for community resource persons to conduct specific sessions when appropriate. The series include topics such as Social Security, Health, Finances, Use of Leisure Time, etc. Limitation of staff has precluded expansion of this function to other than a demand-response activity.

3. The Learning Resources Center, in addition to providing essential educational and research facilities for the Wayne State community, also provides important services to other educational and community organizations. Students from area colleges and universities make use of LRC materials. Some of these are: The University of Detroit, particularly College of Law students; Wayne County Community College, particularly nursing students; Shaw College; Michigan State University; Madonna College; Marygrove College; and Mercy College. Additionally, requests come frequently from library directors locally and nationally on what materials should be acquired to start a Gerontology collection. The LRC Director in the past year has served as a consultant to the Detroit-Wayne County Area Agency on Aging in the development of its library, and as a consultant to Well-Being Services for the Aging, a division of the Visiting Nurse Association of Metropolitan Detroit, in the organization of its materials. Community organizations frequently borrow from our collection of audio-visual materials for staff training programs and for educational programs for senior citizens groups. Staff of agencies serving the elderly use LRC facilities and materials to expand their knowledge and skills in such areas as grant proposal writing; drugs and the elderly; topics for presentations on a local television program for and about the aging, "Senior Citizens Journal"; rent subsidies for the elderly; mental health, and alternatives to nursing homes.

4. The City of Plymouth is presently involved in conducting a survey of need for specialized housing for the city's elderly populations. Institute staff served in a technical consultative capacity in the development of the survey instrument, methodology, protocol and data analysis.

5. Institute staff compiled an exhaustive computer-based inventory of facilities and equipment for all parks and recreation centers in the City of Detroit in connection with a study of leisure services for the elderly. The resulting inventory gave the City of Detroit Department of Recreation the first such inventory ever compiled.

6. The Institute was approached by the Staff Director of the Meals-for-Shut-Ins Program at Detroit's Woodward Baptist Church for assistance in grant proposal development. Staff, WSU faculty, and graduate and undergraduate students participated in intensive health and social assessment of a large sample of elderly in the Cass Corridor served by the meals program. The Cass Corridor area is the home of the majority of Detroit's elderly poor, those most

in need of health, medical and supportive services. Data collected in the assessments are currently being analyzed for use by the meals program and the Area Agency on Aging for program development purposes.

7. Institute staff and faculty associates currently are involved in the development of a statewide survey of attitudes of nurses toward aging and working with the elderly. The instrument has been field tested in the Detroit area among nurses employed in various health care settings. Preliminary data are being analyzed now. It is anticipated that findings will have implications for in-service training and continuing education programs for nurses that will be developed by the Institute.

8. Institute staff have been associated with the Michigan Cancer Foundation in several capacities. MCF currently holds a $13 million grant and designation as a Cancer Center. Institute staff associated with the Visiting Nurse Association of Metropolitan Detroit helped in the development of the original MCF proposal, in which has been included a sub-contract to the VNA for home care services for cancer patients, the majority of whom are elderly. Additionally, the Institute has a proposal in MCF's renewal grant application that would evaluate the impact of three models of continuing care services on cancer patients. The Institute's Director currently serves on the Evaluation Technical Advisory Committee of the Metropolitan Detroit Cancer Control Program.

9. The Wayne State Institute has demonstrated a particularly strong concern for problems of nursing homes and nursing home patients. The Director serves on the Professional Advisory Board of Citizens for Better Care, an extremely effective consumer advocacy organization in the Detroit area concerned with care in nursing homes and other aftercare facilities. The Assistant Directors work with this organization in various capacities: as a member of the Executive Board of CBC; as members of various technical advisory committees; and as a member of the CBC Institute Program and Planning Committee. The Institute has also been involved in the development of several research projects with CBC. A graduate psychology student in the Institute's Specialist Certificate Program is coordinating an evaluation of a CBC project supported by the McGregor Fund. The project involves a nursing home information and referral service that provides assistance to callers requesting names of nursing homes for placement of family members and others. The evaluation component will assess the extent to which assistance in providing

callers with information, referral and follow-up to community alternatives is effective in deferring or preventing nursing home placement, whenever alternative services are appropriate. Two year ago, Institute staff, in conjunction with CBC staff, developed the prototype for a statewide computerized nursing home information system. This project has recently been funded by the Kellogg Foundation and is being implemented in Michigan by the Office of Services to the Aging and the CBC Institute. Another project is currently being planned to assess the usefulness of nursing home inspection reports and patient care evaluation reports in determining quality of care.

10. Relationships with various mental health service programs are in existence, and additional ones are in the planning stages. A new program in Clinical Psychology and Aging has been funded in the Institute's 1977-78 AoA Career Training Grant. Through this training program, mental health professionals employed in mental health service delivery agencies would participate in a series of seminars on Clinical Psychology and Aging. A Gerontology doctoral student in Wayne's Department of Psychology is currently working with the Detroit East Community Mental Health Center in the development of a program of services for older persons in the East Detroit area. The Institute has been consulted on the development of this program and closer ties are being planned for the future. Another graduate student in Gerontology and Sociology is coordinating resources at the Northville State Hospital Geriatric Screening Unit and is charged with the development of a model project for mental health services.

11. The Institute maintains affiliations with three organizations involved in the delivery of legal services to older persons. One of the Institute's Assistant Directors is a member of the Board of Directors of Michigan Legal Services. MLS is a statewide organization concerned with the legal matters of a statewide impact or complexity, or of special significance to poor people in the State of Michigan. One MLS staff attorney specializes in legal problems of the aged. The staff director of the Senior Citizens Legal Aid Project also participates regularly in the Institute's Pre-retirement Seminars in which he conducts the sessions on legal issues.

12. There are few senior citizen day care centers in operation in the Detroit Metropolitan Area. Of these, the Institute has well-established affiliations with three. Project Restore is a part of the Senior Citizen Unit of the Department of Recreation of Detroit. The program offers adult care services, socialization, self-care instructions, social group services and transportation at seven Senior Centers in Detroit. The Program's Director is enrolled in the Wayne Institute's Specialist Program. In the past year, an evaluation of the Project Restore program was conducted under the auspices of the Institute, at the

request of its director. The evaluation was carried out by two graduate nursing students in the Specialist in Aging Program. The Wayne County Office on Aging also operates a Senior Day Care Center, and one of the Institute's Assistant Directors serves on its Technical Advisory Committee. A new Senior Day Care Center has just recently opened in the City of Hamtramck, in which the predominant ethnic group is Polish. The Institute assisted this program in the recruitment of staff, and the Learning Resources Center advised on materials for development of various programs at the day care center.

13. In recent months, Institute staff have completed a two-phase project with the Food and Friendship Program, Nutrition Division, Detroit Health Department. The project assessed the effects of a nutritional supplement program for malnourished homebound elderly. Though the Institute coordinated the project's development, consutlation had included input from the Michigan Office of Services to the Aging and public health nutrition researchers. Findings from this study may have national implications for public nutrition programs for the elderly.

14. Home health services development and provision has been an area of particularly strong concern and involvement at the Wayne State Institute. In 1972, the Institute underwrote the development of a proposal for a program of coordinated home support services through the Visiting Nurse Association of Metropolitan Detroit. One of the Institute's Assistant Directors served as a consultant to the VNA for one year on the development of the project. She also chaired the Home Health Services Task Force of the Comprehensive Health Planning Council of Southeastern Michigan. The Task Force devleoped one of the few regional plans for development and delivery of home health services. As a result, the Institute produced, in cooperation with CHPC-SEM, the Home Health and Related Support Services Directory for Southeastern Michigan. Over 1000 of these were published and distributed. The directory is a comprehensive compilation of service-delivery agencies in the region that provide a wide variety of services to persons in their own homes. Such information is valuable in acquiring services that maintain community living and independence for the elderly. The Institute also consults regularly with staff of Well-Being Service for the Aging, a division of the Detroit VNA. The preceeding discussion of activities with the Michigan Cancer Foundation also discussed a grant that would investigate the impact of continuing care services on the quality of life of aged cancer patients; two of the organizations involved provide home services.

15. Through the recently awarded 1977-78 AoA Career Training Grant, three new graduate programs in health professional training

will be implemented: Geriatric Nursing, Geriatric Pharmacy and Community Medicine. This establishes the groundwork on which relationships with several care facilities are being developed. For instance, the WSU Health Care Institute, a $50 million project currently under construction, will be a major facility in the Detroit Medical Center complex. The Health Care Institute will be a logical training, research and service site for gerontology involvement. In addition, Institute of Gerontology staff will be meeting imminently with faculty in the WSU College of Pharmacy and Allied Health Professions, and with the Department of Rehabilitation Medicine of the Allen Park (Michigan) Veteran's Administration Hospital. The thrust will be the development of graduate courses and a gerontology specialization in rehabilitation for physical therapists, occupational therapists and recreation therapists.

16. In March of this year, the Institute co-sponsored a one-day symposium with the Center for Health Research of the WSU College of Nursing. The Program, "Aging and Dying: Reasearch Issues for Nursing" attracted over 300 practitioners in the state, and another 200 were turned away because of space limitations. Institute staff and Faculty Associates participated in the program, as well as did professionals from the community and other educational institutions. The enthusiasm with which the program was received by nurses in health care settings who attended makes obvious the need to plan similar efforts. Because of present staff limitations, few efforts of this kind have been feasible.

The above listing is not an exhaustive compilation of all Institute involvements with the service-delivery community, but merely an indication of the diversity of affiliations and efforts.

RESEARCH ACTIVITIES

In encouraging the reporting of aging research findings, the institute also provides funds for faculty and graduate students to defray travel expenses when presenting papers at professional meetings. For example, during the 1976 Gerontological Society Meeting in New York, the following presentations were made by researchers associated with the Institute of Gerontology at Wayne State University with travel expenses partially paid by the Institute. Similar papers have been given at other professional meetings and will be found cited in the resumes of Institute faculty associates.

PRESENTATIONS BY WSU-IOG STAFF AND FACULTY ASSOCIATES AT THE 29TH ANNUAL SCIENTIFIC MEETING OF THE GERONTOLOGICAL SOCIETY OCTOBER 13-17, 1976, NEW YORK

SYMPOSIUM: "Strategies of Need Assessment: Issues in Planning Health and Social Programs for the Aged." Eva Kahana, Organizer (Sociology and Elderly Care Research Center (ECRC)).

Chairperson: Charles J. Parrish (Institute of Gerontology (IOG) and Political Science).

Papers: Jersey Liang (Sociology and ECRC), "Multiple Predictors of Need for Medical Care among the Elderly."

Eva Kahana and Thomas Fairchild (Sociology and ECRC), "Dimensions of Service Need among the Urban Aged."

Saadia Greenberg (IOG), "Service Needs of the Aged: Concepts and Methods."

Boaz Kahana (ECRC), "Needs for Mental Health Services among the Aged."

WORKSHOP: Eva Kahana (Sociology and ECRC), "Measurement of Outcome in Studies of the Aging."

SYMPOSIUM: Eva Kahana, Organizer (Sociology and ECRC) "Coping Strategies among the Aged."

Papers:	Eva Kahana and Barbara Felton (Sociology and ECRC) "Continuity and Change in Coping Strategies in a Longitudinal Analysis."
PARTICIPANT:	Gisela Labouvie-Vief (Psychology) Forum on "The Relevancy of Research" representing the Psychological-Social Sciences Section, Gerontological Society.
PARTICIPANT:	Gisela Labouvie-Vief (Psychology) Group Discussion: "Intellectual Functioning."
Papers:	James J. Dowd (Sociology) "Aging as Exchange: A Test of the Distributive Justice Proposition."
	S.E. Gibbs-Candy (Psychology) "A Developmental Exploration of the Functions of Friendship in Women."
	Kay Caustin, S.E. Gibbs-Candy, Louis Dvorkin (Psychology) and Lillian Troll (Psychology, Rutgers) "Same and Cross-Sex Person Perceptions in Three Generations of Adult Men and Women."
	B.D. Youngblood, R. W. Steger and J.H.L. Watson (Medicine) "Surface Ultrastructure of the Post-menopausal Human Vagina."
	H. Jean Owens (IOG) "An Analytical Study of Gerontological Libraries."
	Joseph Drew, Charles J. Parrish and Jorge Tapia-Videla (Political Science and IOG) "The Distributive Character of Social Security: A Cross-National Comparison."
	R. W. Steger (Medicine) "Gonadotropin Binding Sites in the Aged Rat Ovary."

Another service provided by the Institute to university researchers has been in the development of grant applications. The Institute monitors requests for proposals and overall agency and foundation grant interests. The likelihood of a particular grant program fitting with the interests of our faculty associates is constantly monitored. Help in the organization, budget presentation, typing, etc., of grant proposals is provided by the Institute. A list of grant requests that are presently funded or are under consideration is as follows, some of which are cooperative with other units.

1. Social Policy and Aging, Charles J. Parrish, Ph.D. (National Institute on Aging, Funded, $348,325, July 1977 - June 1981)

   A doctoral and post-doctoral grant which joins six academic units at the University of Michigan (Psychology, Architecture and Public Health) and Wayne State University (Sociology, Psychology, and Political Science) in a program which is designed to train students in the problems of translating aging research into social policy alternatives. This is a joint program with the Institute of Gerontology at the University of Michigan.

2. Voluntary Relocation Adaptation Skills and Mental Health of the Aged, Eva Kahana, Ph.D. and Boaz Kahana, Ph.D. (National Institute on Aging, Funded, $322,961, September 1977 - September 1980)

   This study will focus on adaptation of older persons who undertake major residential relocation on a voluntary basis. Older persons migrating to foreign countries and to Florida will be studied to understand adaptive skills of the aged when coping with changes in their physical and socio-cultural environments. The research design will combine features of panel design and cross-sectional design. One hundred forty aged persons who migrated to Israel and 140 who migrated to Florida will be interviewed prior to relocation and followed for six months subsequent to their move. Adaptation patterns of the post-relocation stage will be compared for 180 older persons in each of Israel, Greece and in Florida. It is hoped that the study will serve to broaden our theoretical understanding of the process of adaptation of the aged in free (non-institutional) environments and provide information about coping skills which help older persons deal with stressful environmental demands.

3. Career Training Program, Charles J. Parrish, Ph.D. (Administration on Aging, Funded, $381,200, July 1977 - June 1979)

   This grant funds further development of the training program in aging at Wayne State University. It focuses primarily on Master's level training of aging specialists drawn from diverse disciplinary units across the campus. It supports the development of four new programs in Community Medicine, Clinical Psychology, Geriatric Pharmacy and an undergraduate gerontology co-major.

4. Measures of Job Performance in Nursing Homes, John E, Sheridan, Ph.D. (P.H.S., Division of Nursing, Bureau of Health Manpower, Funded, $35,000, July 1977 - June 1979)
 The proposed research develops behavioral expectation scales (BES) to evaluate the job performance of RN's and nursing aides in nursing homes. Five nursing homes will participate in a longitudinal study to test the validity of the BES instrument for measuring job performance in comparable nursing jobs across different nursing homes. A multitrait-multirater design with repeated measures of employee performance at six and twelve month intervals will be used to test the construct and retest validity of the BES performance instrument.

 The long term goal of this research is to validate performance evaluation procedures that can be generalized for comparable nursing jobs in different nursing homes and to develop a practical supervisory technique for providing performance feedback to individual nursing employees. A grant request for a large-scale study employing the BES instrument is presently being prepared for submission.

5. Multi-Disciplinary Gerontology Center, Charles J. Parrish, Ph.D. (Administration on Aging, Funded, $264,000, October 1977 - September 1979).
 This grant provides operating funds for the development of the Institute's activities in teaching, research, and service in Gerontology at Wayne State University. Under this grant a series of small grants will be awarded to faculty members working on various aging research projects. These faculty members will also act as preceptors for predoctoral trainees supported by these funds. It is expected that a number of new research grant proposals will be generated for the Institute through this program.

6. Evaluation of Michigan Cancer Foundation Home Assistance Program, Jeanne Fitzgerald, M.P.H. (National Cancer Institute, Funding Pending, $68,819, July 1977 - June 1980)
 The focus of this proposed project is an assessment of the impact of differing models of continuing care services on the quality of life of cancer patients in the Detroit Metropolitan Area. Quality of life can be measured in terms of goal attainment in six areas: (1) mortality/survival, (2) physical functioning, (3) mental functioning, (4) affective functioning, (5) social and interpersonal functioning and (6) environmental functioning (Bloom, 1975). Patients receiving care in three distinctive models will be

assessed in three of the goal areas: mortality/survival, physical functioning, and affective functioning utilizing standardized scales.

7. Strategies of Adaptation in Institutionalization. Eva Kahana Ph.D. (National Institute of Mental Health, Funded, $235,000, July 1974 - June 1977. Renewal request, Funded, $80,000, July 1977 - June 1978)
   In the proposed study the investigators seek to gain an understanding of specific strategies used by the elderly when faced with new and unexpected situations or a lack of fit between their needs, preferences, and their environment. While it has been argued that adaptive capacities of older people are diminished (Rosow, 1967), there are frequent and major readaptations required of older people through discontinuities posed by retirement, bereavement, impaired health and loss of social roles. Many older people are unable to cope and succumb to these stresses. Yet others make successful adjustments and display great resourcefulness in coping with change. In the framework of this study coping strategies will be identified which predict survival and well-being among institutionalized aged.

8. Career Development Award, Eva Kahana, Ph.D. (National Institute of Mental Health, Funded, $178,540, July 1974 - July 1979)
   Dr. Kahana has pursued research under this grant in the area indicated in the foregoing grant precis.

9. A Study of the Feasibility of a Computerized National Service Provision Model for the Aged. Charles Omarzu, M.P.A. and Bryan Jones, Ph.D. (Administration on Aging, Funded, $96,000, October 1977 - September 1978)
   The purpose of this grant is to develop a statistical decision theory model which explicitly accounts for service provision mistakes. These mistakes can be of two types--the "service miss," not providing service or service capacity when it should be, or the "false alarm" providing services or service capacity when it should not be. The implications of these errors are to be explored and applied to resource allocation problems in relation to the service delivery system for the aged. It is expected that a grant proposal for a three-year research project will result from this grant.

10. Career Development Award, Gisela Lavouvie-Vief, Ph.D. (National Institute on Aging, Funding Pending, $155,000, July 1978 - June 1983)
This is a career training award request for Dr. Gisela Labouvie-Vief. If awarded, she will pursue a course of training and research in the area of cognitive development. For her specific research concern, see the precis of the following grant request.

11. A Contextual Approach to Gerontological Cognition, Gisela Labouvie-Vief, Ph.D. (National Institute on Aging, Funding Pending, $264,713, July 1978 - June 1982).
The proposed research is a logical sequel to recent theoretical and substantive developments in the area of adult cognition. Its basic rationale states that current controversies about the universality and direction of adulthood cognitive change may be resolved by focusing on (a) an ecologically valid definition that relates cognition to developmentally salient issues, and (b) the ordering of cognitive change not by age, but by certain salient life events. Two cross-sectional studies (Phase I and Phase II) are proposed, each based on individuals from four age/cohort groups ranging in age from 20 to 80 (N=200 for Phase I, N=400 for Phase II). Phase I will employ a multidimensional scaling paradigm aimed at structuring salient developmental contexts and associated adaptive strategies expressed at different stages of adulthood and bearing on cognitive competence. Phase II will involve the administration of a battery of measures of impersonal and social cognition, adaptation, and exposure to critical life events. Various analyses will be performed to show that (a) adult cognition is ordered by contexts/transitions rather than age, and (b) that social, but not impersonal aspects of cognition are related to measures of adaptive functioning. The proposed time plan is to initiate Phase I in 1978-79, to analyze Phase I data and pilot tasks for Phase II in 1980-81, and to utilize the final year (1981/82) for completing data analyses and report writing.

12. Attitudes of Staff in Community Agencies and Institutions Serving the Elderly. Eva Kahana, Ph.D. and Asuman Kiyak, M.A. (National Institute of Mental Health, Approved, Funding Pending, $152,974, December 1977 - November 1980)
It is the goal of the proposed investigation to determine the components and antecedents of attitudes toward the elderly among service providers. The role of individual characteristics (i.e., education, sex, age, personality) and environmental factors (e.g., social norms, structural

factors, position in the organization) as well as client characteristics in determining attitudes will be explored. The proposed investigation will examine the relationship of attitudes toward oneself, one's job and toward different generational groups to attitudes and behavior toward the aged. Differences in attitudes of staff will also be considered based on their professional group and the levels of service which they perform within the service organization. The relationship between staff attitudes and behavior and client attitudes and satisfaction will be explored. In addition, effects of social contact on staff as well as client attitudes will be investigated.

13. Psychoactive Drug Usage Patterns Among the Institutionalized Elderly. Paul Dommermuth, Ph.D. and Kevin Fox, Ph.D. (Administration on Aging, Funding Pending, $431,541, October 1977 - September 1979).

    Patterns of psychoactive drug usage among elderly patients in skilled nursing facilities will be studied. Physical and psychiatric diagnostic patterns will be examined in relation to the influence of institutional and patient socio-economic and demographic characteristics. Policy implications of the results will be examined.

Faculty Associates and staff are at work presently on a number of grant submissions. The subjects of some of these are: "Service Needs of the Aged, a Cross-State Comparison"; "A Social and Health Assessment of Service Needs of Home Bound, Lower-Income Urban Elderly"; "A Study of Nurses' Attitudes Toward the Aged"; and "Service Needs of Minority Urban Elderly."

Over the past several years, the Institute has provided additional research services to acadmic programs beyond those afforded by the Learning Resources Center. These services have included aid in research design and data analysis problems. In this latter area, the Institute maintains its own computer terminal facilities and has on its staff a specialist in social science methodology, Mr. Jersey Liang. Mr. Liang is a doctoral student in the Department of Sociology where he is completing his dissertation under the direction of Dr. Eva Kahana. We have found that these services have been especially useful to faculty interested in the development of grant proposals.

STATEMENT OF GEORGE E. GULLEN, JR., PRESIDENT, WAYNE STATE UNIVERSITY; ACCOMPANIED BY J. EDWARD SIMPKINS, DEAN, COLLEGE OF EDUCATION, WAYNE STATE UNIVERSITY

Mr. GULLEN. Thank you, Chairman Ford and Congressman Buchanan and Congressman Kildee. Wayne State is highly honored to be the site and host of this hearing. We deeply appreciate having the opportunity of hosting it and being a part of it.

I think the best example I can suggest, University of Detroit is a much honored 100-year-old institution in Detroit with great distinction and Wayne State University has similar age. I think, as I say, the best example of consortium is in Chairman Ford, whom we each claim to have contributed toward his education. Now, if our consortium can be that effective always, then we've done a great job.

Meaning no embarrassment to you, we share with Father Carron a remarkable appreciation of your services not just to our district, but to the country.

I've had the pleasure of watching Chairman Ford work in Washington on a very important matter for all of higher education with regard to veterans legislation. I was just absolutely impressed with his presentation and his statesmanship. Mr. Ford has done a great many things for education in general. We think for Wayne State University, in particular, we are deeply grateful to him and admire his statesmanship in this respect.

Mr. Buchanan, your reputation precedes you here as to higher education. We are glad to have you. We feel about you as a friend, though we have not met you before. You are most welcome here, and we honor your work.

Mr. Kildee, we have had occasion to know better, and we are so proud and honored that people who do so well in our State can go to our Nation's Capital with such grace and dignity and have such an effect in so short a time. Congressman Kildee, we are glad to have you back on campus. We still claim you as our own.

It is such a great honor to be related to the University of Detroit and, particularly, Father Malcolm Carron, a very distinguished president. Father Carron has put 20 years on that campus, most of it as its president.

I have had the honor in the few years I have been president at Wayne to deal very closely with University of Detroit and Father Carron. It is marvelous that we have associated again with him. I think for Detroit, Mich., and its people who need private education, University of Detroit has proven that very effectively. It needs the private institutions, and we can and will find ways of working together very effectively.

There is a very important part of Michigan in each of our institutions. So again, I am glad to be here, Father Carron, speaking with you, if you will, out of the same handbook. We agree with what he has said. I hope that's good credibility.

I am also very pleased to see here today representatives of the great University of Michigan. All of us stand in awe of U. of M., the fact that they are here in moral support of this concept that has a definition that must be of some trouble to them. Yet, we think the definition is a terribly important part of this legislation, and we congratulate the writers and you on advancing the definition of urban institution.

I am also very pleased to see the United Automobile Workers representative here this morning in this hearing. Both U. of D. and Wayne State have many corroborative efforts with the Automobile Workers' Union.

You have mentioned the Honorable Walter Reuther, whose name is a prominent and honored name on our campus. We find that in working with them, there is a whole new approach of education of adults in this area, inherent to their relationship to us, and this morning, typified by their presence and the work that our institution has done with them, is a most encouraging thing and lends support in itself, because it is a symbol of what takes place here, of the need for the kind of legislation that we are proposing.

I would be remiss if I didn't indicate to the Chairman how fortunate we are to have an excellent staff of professional people who are concerned about not just this university, but its work and its efforts. Our cohost, Dr. Pennicle, is here, who gives much thought and care to this. Vice President Ronald Haughton, vice president for urban affairs, is here and has participated most effectively in this. Dean Dillick of social work, Dean Simpkins of our college of education, and Dean Hubbard of our college of lifelong learning, Dean Hixson of health and physical education, Dean Fisher of our nursing program, are all here and will be available to answer your questions if it seems appropriate.

I shall be ever grateful to Vice President Norman Schlafmann whom you mentioned, too, in your remarks who has assisted us in every way for this kind of concerned interest and presentation. Dr. Otto Feinstein is here from our center for urban studies. All of these people I mention because they present such professional expertise to us in our concern for this subject.

So, we warmly welcome you here. We are most honored to be able to participate in the hearings on H.R. 7328, the Urban Grant University Act of 1977. In our testimony today, we will be indicating our strong support for this legislation, and based on our 110-year service to one of America's major urban areas, the reason for this support.

Wayne State University serves a metropolitan area of over 3.5 million people—probably the fifth largest in the United States. I think over 90 percent of our 33,369 students at this point are daily commuters. Seventy-five percent are gainfully employed during the course of their studies. Roughly one-third of the students are freshmen-sophomores, one-third juniors-seniors, and one-third graduate-professional students of a very effective graduate program here. Sixty-three percent of our students are full-time and 36 percent part-time students. It's interesting, we think, women make up 46 percent of the student body, and 29 percent of our students are nonwhite. We are serving a variety of people in the way they ought to be served. There are 127,000 living alumni, of whom nearly 100,000 remain in Michigan.

Wayne State University is the ninth largest employer in Wayne County and the 12th largest in the tricounty area, which you know is the industrial heartland of America. In 1977, we granted 5,783 degrees of which nearly 50 percent were in graduate and professional programs.

Our development of urban oriented education through regular course offerings and through a special curriculum in a weekend college, which is descriptive by its own name, has been extensive. There are some 2,500 working adults enrolled in a full-time curriculum in the weekend college alone. There also is a broad base urban studies comajor in our college of liberal arts. Our urban research and service activities are so extensive that effectively the entire university has responded to the needs of an urban society. The attached report makes this abundantly clear.

Our centers and institutes of urban studies, industrial and labor relations, gerontology, black studies, health care, conflict resolution, labor and urban archives, and criminal justice are but a few examples of the institutional steps we have taken to better serve the needs of this urban area. We at Wayne have for a long time taken to heart the urban university findings of the Carnegie Commission on Higher Education Report, "The Campus and the City." McGraw-Hill, 1972; and I want to quote a couple of pertinent paragraphs:

> Perhaps more important than any of our specific recommendations is the necessity that colleges and universities, cities, counties, States, and Federal Government reassess their activities in terms of positive contributions designed to improve both the quality and quantity of educational resources within our metropolitan areas, and particularly within our inner cities, and effectively to mobilize the research and service capacities within higher education toward the goal of enhancing the quality of urban life.
>
> The land-grant college movement was one of the most revolutionary ideas in the history of higher education both in the United States and in the world. It provided the momentum for the development of colleges with a new sense of direction to the needs of a dominant force in American society at that time—rural America. Today we need a similar commitment to direct the attention of our colleges and universities to the concerns of urban America.

Given Wayne's history and our own future commitments, there is little doubt that Wayne State University fits H.R. 7328's definition of an urban grant university as, indeed, U. of D. We find the legislation timely and most important. Our support is based on far more than the need for additional funds as important as they are in dealing more effectively with urban problems. We base our support on three major considerations:

First, the enactment of this legislation and the appropriation of the recommended funds will establish a special role for the urban universities in relation to the cities where they are located;

Second, the program development assistance, the project assistance, the comprehensive program assistance grants, and the advisory council, should make it possible for urban grant universities to develop the type of systemic relationship with the institutions and people of their metropolitan areas, which has been most difficult to achieve in the past. The result will not only be the more efficient use of existing resources, but new resources will be attracted to the service of the city;

Third and finally, this legislation will develop a national network of urban universities which will be able to share discoveries, innovations, compare local conditions, evaluate national policies, and develop a multidisciplinary science and technology for urban America. The establishment of credit and noncredit urban-oriented adult education programs also will be encouraged.

These three major considerations deal with one overriding problem, which we see H.R. 7328 addressing itself to, namely, the need for developing a systemic interrelationship between urban universities and the cities, much as is the relationship between land grant universities and American agriculture. What we see the legislation doing is developing a special capacity within urban-located universities, between urban-located universities, between urban-located universities and their metropolitan areas, and between these universities and the Federal and State Governments.

By systemic interrelation we mean a relationship which goes beyond the expert individuals in our universities who are concerned with urban issues and policies. We mean a systemic institutional interrelation which reconciles and bridges the different functions of universities and cities—without confusing them—in such a way as to make more efficient use of existing resources in the solution of urban problems. We think the passage of H.R. 7328 will allow for the development of new urban programs and new resources and for the expansion and refinement of existing ones.

There all too often is an institutional gap between our cosmopolitan public and private universities—Michigan, Berkeley, Harvard, Chicago, Columbia—and the 4-year teaching institutions. What is missing is the recognition of institutions which have a research, service, and teaching function, but which relate to specific urban areas, rather than to the world as a whole. This legislation recognizes the existence of these important institutions and promises to give them the resources needed to articulate a meaningful urban role. It is in this sense that H.R. 7328 will be landmark legislation.

In the *Campus and the City*, the Carnegie Commission identified seven ways in which the urban campus relates to the city that are important to repeat, we think:

In serving urban students.

In training for new occupations related to the needs of the city.

In providing general understanding to students and the public about the nature of urban civilization.

In conducting research through the individual faculty members on urban problems.

In providing service through its faculty members and students to hospitals, schools, and so forth.

In being a neighbor living in the same general environment.

In acting as an employer of local citizens.

With the passage of H.R. 7328, Wayne State and other similarly recognized urban universities will be able to serve more effectively in all of these areas.

In the 1960's, the educational role of Wayne State was manifested in three primary areas—a high level of undergraduate education, sophisticated program to provide access to higher education for thousands of inner-city youths, and the development of professional and graduate programs. While these efforts must be continued, a major issue in the 1970's is access to higher education by working adults, and continuing education for professionals to keep their skills in line with the progress of science and technology. H.R. 7328 will provide the means for meeting this challenge. Wayne State University has developed a number of urban educational models which could easily be shared with the kind of network of urban grant universities which will be made meaningful by the passage of H.R. 7328.

Cost can be reduced by sharing such items as urban-oriented TV courses which already are in extensive use at Wayne State. Standards could be developed by some common evaluation and through research activities.

Wayne State, this year, already has shared its expertise in the development of a "weekend college" for working adults through formal workshop sessions with representatives of some 15 urban-oriented colleges and universities. This kind of sharing would be most cost-effective if a network of urban universities existed and had funds for experimentation and development.

The systematic sharing of urban service functions is not limited only to access to higher education. A number of institutions have developed models for institutional consortia with city governments with a view to helping resolve the traditional problems of research and service cooperation betwen institutions with such different time horizons and work procedures as governments and universities. This legislation would allow experimentation and development of such structural innovations. Most funding agencies do not support this kind of work.

Wayne State and the city of Detroit have instituted a consortial effort in the area of research and consultation. This consortium has attracted the interest of key Detroit area institutions. It also has engendered specific inquiries from some 20 urban colleges and universities outside the State of Michigan. In the Detroit area, it has attracted the interest of such groups as New Detroit, Inc., the Greater Detroit Board of Commerce, the United Auto Workers, the University of Detroit, Wayne County Community College, Michigan State University, and the Southeast Michigan League of Community Colleges. There also are ongoing discussions with the University of Michigan. The passage of this bill will permit the consortium to be expanded in a most meaningful way.

We see the main asset of this legislation in the fact that it addresses itself to a structural need of urban America which is only partially being met, and which is essential if the scientific and technical resources of the university are to be effectively used in dealing with our urban problems. The fact is the urban university can provide a meeting point between modern knowledge and urban practice.

The attached report which you have is a partial statement of ongoing urban-related programs and activities at Wayne State University. However, I want to touch briefly upon some of the highlights. As I said, the concerned deans and directors are here with us today and, time permitting, can respond to any specific programmatic or structural questions you'd like to ask.

Our college of engineering, for example, is concerned actively with problems relating to transportation, energy, environment, and productivity. The departments of mechanical and civil engineering are currently working on problems relating to the whole area of mass transit planning and the automobile. Funding under the relevant sections of H.R. 7328 would allow for needed expanded research on, for example, the interfacing of mass transit with current traffic control systems. More far-reaching studies could be conducted so as to redesign urban transportation facilities which will improve safety and reduce energy consumption. Needless to say, the kind of assistance which would be available under the various provisions of H.R. 7328 will be essential to the continued development of an integrated engineering college program in the areas just mentioned.

Wayne State University has the second largest medical school in the country. The college of nursing has been central to the professional training of nurses in our metropolitan area. It is not only developing innovations in this traditional area, but also in the area of public education by nurses for health care and related issues. The program development and project assistance funds which will be available under the act will enable our medical and nursing faculties to relate teaching and research interests more directly to the city and its problems.

The Wayne State University Clinics Building, of which Congressman Kildee is personally familiar because of his role in helping us find it, and its operational entity, the health care institute, further epitomize the university's commitment to innovation-service education programs. A new $48 million building is located in the center of the Detroit Medical Center complex. The primary recipients of the service aspects of the program are the inhabitants of inner-city Detroit. We are developing an exciting new program of delivering primary care, family medicine, and the services of the allied health professions. There is a prime interest in the training of professionals and the delivery of care in the ambulatory setting. The relevant titles of your bill will allow the health care institute to develop research projects, and thus share its experience with other cities and universities in the areas of accessibility of ambulatory health and medical care, the appropriateness of such care, and the measure of patient satisfaction and cost. Research in these areas may in many ways answer the proclaimed crisis in medical care in the United States today.

Our school of social work trains administrators and other professionals for work in the cities. There is need to expand continuing education in this area so as to strengthen the effectiveness of practitioners particularly with respect to work with ethnic and minority groups. There is need for the programmatic expansion which would be encouraged under H.R. 7328 so as to make faculty time available to agencies for consultations on program development, research, and evaluation.

The Detroit metropolitan area has long been heavily reliant upon the training service of Wayne State's College of Education. Some 20 percent of the principals and superintendents in the State of Michigan have received their initial training at Wayne's College. Some 58 percent of minority administrators received this training at Wayne State. The college already is involved in many collaborative efforts with the Detroit schools which are designed to resolve school problems. There is a primary concern with quality teachers and professional school staff training. The passage of your bill would allow the college to undertake meaningful research on the kind of teaching that will lead to effective outcomes in schools situated in intensive urban environments. Our college would also be enabled to focus on providing resources to develop model training programs.

Our college of lifelong learning, which I alluded to before, is one of our closest links to the urban community in which we are located. It includes the weekend college, a division of community services, and a full program of continuing and adult education.

The division provides academic, social, cultural, and recreation centers in the urban area. It also operates a Federal Metro College as a credit program for civil servants in the downtown area. The Metro College has proved especially effective in expanding the career potential of minority workers. The university, through the college of lifelong learning, is committed to the philosophy that every adult should have the opportunity to attend college if he or she wishes. The emphasis is on the urban population. The passage of H.R. 7328 will allow for experimentation and research on the development of a national urban grid to effectuate a sharing of information amongst urban universities in a major thrust to provide meaningful education to adults.

I mentioned the weekend college earlier. This exciting new credit program leading to a bachelor's degree has enrolled therein over 2,000 Detroit area trade unionists. It was set up after consultation with the top officers of the UAW, the Wayne County AFL-CIO, and concerned management representatives.

The labor education program operated out of the Wayne State office of a joint University of Michigan-Wayne State University is the largest and most imaginative in the country. Its labor school, its workers' basic study program, and its special program for working women are attended by several thousand unionists each year. A close working relationship is maintained with a community-based labor advisory committee.

This labor education program recognizes that working people will remain an integral part of the city proper. The passage of your bill will enable us to continue and expand our efforts to improve the quality of life for the working people of this great urban center.

The urban commitment of our college of liberal arts is so substantial that it is not possible to detail it here. However, a number of the programs are described in the attached report. These include subject areas ranging from economics to psychology, and political science to family and consumer resources.

The economics department has spearheaded research on the Michigan economy, manpower, and productivity.

The political science department, through a specialized curriculum, is making a substantial contribution to the development and upgrading of law enforcement personnel, and University of Detroit joins us in that program. Such credit subjects as management training, command officer development, and executive development are currently being taken by over 500 Detroit area police officers who are studying for bachelor degrees.

The department also offers a graduate degree in the criminal justice area. Over 100 law enforcement officials are enrolled in this graduate program. At the request of the city administration, special curriculums are also being developed for top- and middle-level city management. The regular curriculum of the department includes such urban related courses as: The urban political process, environmental law and public policy, public personnel administration, problems in urban government comparative regional analysis, and public management training. The passage of your law would allow us to carry this kind of knowledge to practitioners as well as to matriculated students. Further, we could share the results of these and other urban programs from universities across the Nation.

Our Hillberry Repertory Theatre, known nationwide, has long been a magnet for drawing people into the inner city. Special arrangements are made for hundreds of inner-city children and senior citizens to attend performances each year. Similarly, our exciting new black theatre program adds another dimension and greatly contributes to the cultural life of the city.

We have a fine college of business administration which effectively relates to the educational needs of our great Michigan-based corporations. The management center of the Institute of Labor and Industrial Relations conducts a year-long program of noncredit courses in the areas of management development and personnel administration. These range from workers' compensation for personnel and medical staff to effective personnel administration.

Our labor and urban archives, nationally recognized, provide a unique urban research and development tool for studying the ever-changing process of urbanization and industrialization. Such a facility is essential for the education, research, and service function of a great university concerned with its urban environs. The development of many kinds of essential urban related histories, theory, policy and practice in productivity, quality of life, and social services depend on this unique resource. Scholars from all over the world regularly spend time studying in our Reuther Library of Labor and Urban Affairs.

I have presented only a partial overview of our urban activities. I hope it indicates, however, that we are making a major commitment to the solution of urban problems. We support H.R. 7328 and we do congratulate each of you and the members of your subcommittee for proposing legislation which will enable the collective wisdom of the urban universities across the Nation and of the Federal, city, State and local governments to be mobilized in a national effort to improve the quality of urban life.

In conclusion, I would like to read a quotation, the source of which is unknown to me, which I believe is most expressive of the role and mission of an urban university:

> The urban university of today, for its time, should be like the medieval cathedral in its day, for its time, giving something of eternity to the city of man. Out of it flowing the currents that life and sustain life.

I thank you for listening to me for so long. It is so important I couldn't stop myself.

Mr. FORD. Thank you very much.

You touched in your statement, as did Father Carron, the question of the present language and whether or not that accommodates a consortium of institutions. You amplified it by putting in the fact that you are already involved in programs with the community colleges here in the State. I think that out of the Birmingham hearing and this one we have a strong message that we have to clean up our language a little bit to make it clear that we would anticipate institutions applying for grants on the basis of a consortium that utilizes the special resources of several institutions and the special relationships of several institutions to the surrounding area.

I have the feeling the committee would be inclined to agree with you and others who have testified before us that not requiring that one institution be the single urban university resource in the community would maximize the effectiveness of the limited dollars to be made available here.

Mr. GULLEN. I do agree with that. It is my experience that institutions find it difficult to get into consortium because they are looking within.

It is an interesting and challenging job to be a part of a great complex institution. Any encouragement to combine that activity is a very useful thing to do.

Mr. FORD. Mr. Buchanan?

Mr. BUCHANAN. Thank you. Let me follow that with a question which was suggested by our colleague, Carl Pursell, who represents Ann Arbor and Michigan on the Republican side of the Committee. He wanted to be with us today but could not because of a prior commitment. He had been concerned about how an institution like the University of Michigan might be able to participate in such a program and make some contribution.

I note, Doctor, that you have in your testimony a reference to a joint University of Michigan-Wayne State University labor education program.

Mr. GULLEN. A very effective collaboration with the University of Michigan in that area, very effective.

Mr. BUCHANAN. You would find some value in this kind of consortium being included?

Mr. GULLEN. Indeed, we do. We are always honored to be related to the University of Michigan. It is one of the great institutions of the world and we have a number of programs in which we have effectively collaborated.

We are in the process now, for example, of putting together very specific urban studies in community histories, working with neighborhood groups. Although the University of Michigan isn't quite in yet, they will be talking with us about it, and we hope they will participate with us in it.

Our gerontology program is joined with the University of Michigan as are our labor and industrial programs. So, we have found for ourselves and I think they have found for themselves that our collaborative efforts are beneficial for both of us, and even more effective for the community. We see all kinds of possibilities for that kind of collaboration with the University of Michigan.

Also, your reference to Congressman Pursell delights us. He was a splendid State public servant, and with pride, we see him acquitting himself in Washington.

Mr. BUCHANAN. I appreciate your kind words about him. I believe the University of Michigan does have an industrial education center in Detroit.

Mr. GULLEN. Yes, and with that, we are also in collaboration. There is a building called the Rackham Extension Building that adjoins our campus. While they are here with University of Michigan extension courses, we are here with them, and we have for many years collaborated together with it. We have found it to be a most successful operation. We are glad to have them with us and we are glad they want us.

Mr. BUCHANAN. Representing, as I do, a smaller City and an urban university, the University of Alabama in Birmingham, which is rendering to our city many similar services to those on a larger scale represented by your university in Detroit, I do feel that there is some necessity to keep our bill zeroed in on the unique role of urban universities and their unique capability to render services.

For example, University of Alabama in Birmingham is the largest employer in my district, and I wonder if you feel the consortia arrangement would suffice to include other kinds of institutions rather than robbing the definition of it.

Mr. GULLEN. I certainly do.

Let's pick on another one for a moment; Michigan State University, a very large institution located in our State capital with 40,000 or more students with a tremendous role to play in its land grant programs, its agriculture extension programs. They have a major role to play.

Now, there are many ways and times that we will be helped by relating to them these kinds of programs. It isn't necessary to broaden the definition for that to happen, because it is already happening effectively. We, as an urban institution, need the focus your bill gives, and we will justify it in terms of making available through us the kind of resources that we can take advantage of in consortium with the other institutions.

Mr. BUCHANAN. Let me ask you one more question. We have a very limited amount of money, and assuming at least it initially remains at the relatively low level we are talking about now, there has to be some minimum level that would be required to do anything effectively.

Do you have any idea about what the minimum level of funding should be for an institution?

Mr. GULLEN. Father Carron and I were discussing that, and we would be delighted if the authorization was double the amount that is in your bill. On the other hand, the words of wisdom about threading the needle are very important. I think that if we can justify the expenditure of whatever funds you put there by effective programs, additional funding will naturally follow.

Our anxiety will be in proving to the Nation the justification of your confidence in the bill. I think this can happen and by doing so I think more funding will follow.

Mr. BUCHANAN. Do you have any rule of thumb as to what would be a minimum level of funding to finance an effective program?

Mr. GULLEN. I'm sorry, I don't; but I'd be happy to address myself to that question and write you about it.

Mr. **Buchanan**. Thank you, sir.

Thank you, Mr. Chairman.

Mr. **Ford**. I take it that you are, however, prepared to make some recommendation to us with respect to keeping the size of individual grants at a level that will be productive rather than spreading it all over the country.

Mr. **Gullen**. I think this has to be a careful selection of priority concerns and projects and programs that seem to fit those certainly in the initiatory stages, because we have got to prove the viability of this program at the outset.

Mr. **Ford**. Mr. Kildee?

Mr. **Kildee**. Doctor, to what extent are your studies co-major interdisciplinary and how would this interface with other institutions in a consortium?

Mr. **Gullen**. I'd like to ask one of my deans to speak to that question.

Ed, you could probably speak to that. Dean Simpkins, to what extent are the studies co-major interdisciplinary?

Mr. **Simpkins**. The concept of an interdisciplinary program involves working in conjunction with ongoing components of the university like the college of liberal arts, the college of education and the—it is really a multidisciplinary program. In order to deliver an effective urban studies program, one has to crisscross with many disciplines, and that's what the urban studies co-major provides.

It provides for the utilization, without duplicating the faculty and creating additional expenditures, the utilization of current faculty and subjects offered in the liberty of a new major.

Mr. **Kildee**. In consortia arrangements, say you have an urban studies program, you would see no problems meshing that with another institution that had consortia arrangements then?

Mr. **Simpkins**. That can be accomplished as we do through the institute of gerontology and as we currently do through the institute of industrial and labor relations.

Mr. **Kildee**. So, you have a precedent?

Mr. **Simpkins**. Yes.

Mr. **Kildee**. Thank you.

Mr. **Gullen**. The reason I called on Dean Simpkins is because he was originally the author of our program and the director of our studies who has become a dean of the college of education, and we rely on him for professional advice.

Mr. **Kildee**. Thank you for answering my question.

Mr. **Ford**. Dr. Gullen, before you leave that chair, I want to say something here at Wayne that people may not know about.

You mentioned our experience with the Veterans' Administration. The conduct of the Veterans' Administration toward the students and the students of the college of lifelong learning, your weekend program, was such an unconscionable act that you and your staff came to Washington and forcibly brought us to the point of focusing on that activity.

You ultimately had to go to the courts, as we suggested you might, if they continued to drag their feet in remedying the situation. You did that successfully—and I think you should know and the people at Wayne ought to know that the survival of that program, at least in the short run, very largely can be contributed to the forecful way in which you and your staff came to Washington, made your case and got their attention.

The controversy has drawn attention from around the country to what you are doing here. There are probably more people considering following you now than before the controversy arose.

What you did, however, has not only affected that kind of program and veterans in that program, but has favorably affected the educational benefits and the institutional relationships between the Veterans' Administration and the colleges and universities throughout the country.

As an outgrowth of your activities, as a matter of fact, the Veterans' Administration for the first time hired a person and assigned him full time to watch us, too. We make sure that he sees what we are doing, and what the VA hears about it. This has resulted in a number of changes in regulations and more importantly, in attitudes, in people dealing with education and Veterans' Administration.

You, personally, and your staff justifiably ought to be given credit, and this community ought to understand what it means to an awful lot of people who know that our Government and our society has not treated veterans very well. We believe that there will be fewer lawsuits in the future and, as you probably know, in addition to the administrative action taken, Congress has moved in a couple of areas to relieve the universities and their students from some of the problems that existed.

It wasn't a question of people having the wrong motivation, perhaps, but they just couldn't understand. This is a perfect example of how Washington can go merrily on its way, change administration, change personnel and bad policies continue until somebody like yourself rears up and says stop, this is as far as we go.

This is what you're doing, and it takes that for the Congress and for the administration, no matter who the President might be, to focus on the problem and solve the problem. We think that they have moved a long way since those early meetings with you down there.

They sort of dug in their heels and said no, we're the law and that's the way it is going to be. We don't hear that sort of reaction anymore. You can take credit in the bureaucracy, who, along with others, I am sure will read this hearing.

Mr. GULLEN. Thank you for those remarks. I cannot overstate the importance of the effectiveness of your own personal venture that we have to thank you for it.

Mr. FORD. I have to confess to a degree of, not conflict of interest, but self-interest, because my son, who works in Chrysler's factory, was at that time and still is a student of that program. So, I had a built-in lobby, and he become much happier after that.

Mr. GULLEN. Thank you very much.

Mr. FORD. Mr. Charles Yancey, assistant director of the Department of Education in the UAW.

Mr. KILDEE. Before you start, I'd like to welcome Mr. Yancey here. Mr. Yancey at one time was a constituent of mine before he got promoted to Solidarity House. We worked together on civil rights issues.

Glad to have you with us, Mr. Yancey.

Mr. FORD. Without objection, your prepared statement will be included in full in the record at this point. You may proceed to add to it and comment on it in a manner you feel most comfortable.

STATEMENT OF CHARLES YANCEY, UAW REPRESENTATIVE, ASSISTANT DIRECTOR, DEPARTMENT OF EDUCATION

Mr. YANCEY. Thank you very much, Chairman Ford. It is a great privilege and honor for me to be here and appear before you and other members of the committee and also to have this opportunity to see my former State representative and another former colleague of mine, Dale Kildee.

As it was indicated, my name is Charles Yancey. I am the assistant director of the Education Department for the International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, UAW. I am here today in behalf of Douglas A. Fraser, the president of our union, who conveys to you his personal regrets for not being able to appear before you and to express to you our strong support for H.R. 7328, the Urban Grant University Act of 1977.

As it was indicated, President Fraser prepared a brief statement, and I would like to share with the committee and the audience those remarks from President Fraser, and it reads as follows:

My name is Douglas A. Fraser. I am President of the International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, UAW, which represents approximately 1,400,000 workers and their families—most of them urban dwellers.

I welcome this opportunity to testify before this Committee on the "Urban Grant University."

We are all aware of the success of the Morrill Act of 1862. The land-grant colleges created by that legislation have played a major role in the modernization of American agriculture, and ultimately of the entire nation.

Ironically, the very success of the Morrill Act has contributed to our present need for this new legislation, the Urban Grant University Act of 1977. In the century since the passage of the Morrill Act, we have moved rapidly from a largely rural and agrarian society to a predominantly urban and industrial one. But while we have become a nation of city dwellers, we have not been able to marshal effectively the resources of our urban universities in serving the needs of the Nation's urban centers.

While our universities have received assistance in developing more meaningful relationships with their urban environments through such Federal programs as Title I of the Higher Education Act of 1965 and the Urban Observatory Program of 1969, these programs have not provided the resources necessary for our urban universities to meet the pressing social and economic problems confronting our urban areas. Clearly then, it is time to provide America's urban universities with the same resources and opportunities to respond to our urban problems as were available to their land-grant predecessors. We in the UAW applaud this important step in bringing the knowledge and resources of our universities to the service of our urban dwellers.

I would just like to ad lib, Honorable Chairman, to the fact that as a representative of labor, I feel that I am privileged to convey to you and your colleagues my personal thanks in drafting this type of proposal and submitting it for passage. As unions have matured over the decade, they have become more deeply involved in the whole fabric of our society. Union officials often find themselves serving on various boards and agencies in the community and making decisions that affect the welfare of all citizens, and it is in this type of legislation that helps us, as labor representatives, to broaden our scope and broaden our horizons in our endeavors in reaching the objectives that we try to achieve for our total society.

The scope of collective bargaining has widened tremendously. We all must realize that it touches virtually every aspect of a worker's economic well-being, including security on the job. It involves problems arising from a rapidly changing technology and the resulting changes in the nature of the work force.

Some of these problems, of course, extend far beyond the bargaining table, the complexities of our time, such as the economic crises involving layoffs, unemployment, inflation, health needs for all our citizens is just a few of the many, many problems that confront us not only as workers, but as citizens.

The continuing problems in the Middle East and other parts of the world make the need for education and legislation such as this important to not only our rank and file members, but our leadership as well.

I just want to emphasize that we have had the opportunity of reviewing President Gullen's statement. We strongly support the statement and the position of President Gullen.

I might add that as a labor representative, we have the opportunity on many, many occasions to converse with other groups and other individuals. I'd like to share with you a bit of information that I received very shortly from Mr. Bob Forbes, the assistant director of the Metropolitan Detroit AFL-CIO.

Mr. Forbes advises me and indicated that he would appreciate my conveying to you and the members of the committee that while the national AFL-CIO does not have a position on this piece of important legislation at this time, Mr. Turner, the president of the Metropolitan Detroit AFL-CIO, and Mr. Forbes strongly indicate that they see no reason why they cannot and will not use their influence in motivating support at the State level and doing everything in their endeavors to obtain support from the national level.

I just wanted to pass that piece of information on to you. With that, again, I want to thank you for the opportunity and privilege of appearing before this committee.

Mr. Ford. Mr. Yancey, on behalf of the committee, we thank you very much for your presentation on behalf of our new friend, Douglas Fraser. As one whose life has been very much influenced from its very beginning by what came to be and is now the UAW and the movement out of which it arose, we are a UAW family and have been all my life, my adult life.

I am constantly reminded in Washington, we hear now about the involvement of labor unions in issues that are so-called labor issues, but in my 14 years on this committee, UAW has spent as much or more time before our committee testifying in favor of education legislation and job creation and training legislation than it has on specific labor issues. Actually, during that 14 years, if you stack the books up a little bit that we have filled with legislation, you will find labor legislation in a small book over here and volumes and volumes of social legislation going back to our early attempt with the poverty programs and things that grew out of it.

Currently, most recently, the Humphrey-Hawkins bill that came through our committee, and currently the struggle we are in with regard to the renewal of CETA, Head Start, Preschool Education of children which we are trying to reenact at the moment in our committee, your organization has been involved for years and is involved in the formulation of all of this kind of legislation.

I know that the other members of the committee would agree with me that we are grateful for the dimension that your organization presents to the committee's consideration of these matters. I think it would probably be a surprise even to the people in Detroit if they realized how frequently the managers of the company with whom you negotiate walk arm in arm with you to support legislation that is important to us in an area like this.

I didn't realize that AFL-CIO had not yet taken a formal position on this legislation, but I'm sure that that oversight on their part will be called to attention. I would be much surprised if they were not supporting us quickly.

Mr. Buchanan?

Mr. BUCHANAN. Thank you, Mr. Chairman. I, too, would like to thank you, Mr. Yancey, for your testimony and also join the chairman in expressing my appreciation to the UAW's strong sense of support and contribution to that issue.

Mr. FORD. I should say that the gentleman from Alabama makes me look like a sissy on some of these issues now, but your organization has been very much involved in the problem of discrimination by sex not only in education, but in workplaces.

On the committee, Mr. Buchanan is probably one of the strongest advocates of the legislation that we have been able to pass and enforce for educational equality for the sexes in this country. This is largely possible, particularly since he speaks from the advantageous position of a minority member from a Southern State and brings up short a lot of uppity Yankees who thought they were modern in their thinking.

I want to thank you also.

Counsel has reminded me that you are supporting some of us in another battle as a member of the Committee to Save Public Education. The UAW, one of the prominent names on the ads that have been running in the Washington papers and the New York Times and others as well as the door-to-door lobbying—every Member of Congress recently received a two-page, very forceful letter on the issues involved there. Also, your organization was one of the first groups to endorse the Middle Income Student Assistance Act, which we are hoping will become law before the end of this session of Congress.

Mr. Kildee?

Mr. KILDEE. Thank you, Mr. Chairman.

The labor groups of the last century applauded the land-grant concept, and it appears that the organized labor movement of this century is supporting with equal passion the urban grant university program.

In my 14 years in public life, 12 years in the legislature and my second year in Congress, the UAW has never asked me to support legislation that was contrary to public interest, the interest of the UAW goes way beyond the immediate pocketbook issues of organized labor.

It is a very refreshing thing to see the social view of the UAW as we see it expressed today here also.

Mr. FORD. Thank you very much.

Mr. FORD. I'd like to call on Dr. Ronald Williams, president of Northeastern Illinois University, who is here also in his capacity as representative of the American Association of State Colleges and Universities.

With no objection, your prepared statement will be inserted in full in the record at this point. Feel free to proceed or highlight at this point.

[The prepared and accompanying testimony of Ronald Williams follow:]

TESTIMONY OF RONALD WILLIAMS, PRESIDENT, NORTHEASTERN ILLINOIS UNIVERSITY

During the last century, as the nation's political and social leaders identified problems associated with the underdevelopment of human potential in our rural areas, the Morrill Act provided a significant response. It supported, and in some instances made possible, the development of an impressive array of institutions of higher education. And for the most part, these institutions set as their early mission the practical and purposeful education of our rural youth.

For the past few decades of this century, any number of persons in public service, business and education have had as a major, general concern the serious and severe problems which face urban dwellers. Prominent among such concerns is a real distress over the disproportionate difficulties of unemployment, underemployment, disorientation and disillusionment faced by young people, older citizens, women and racial minorities. In much the same way as the Morrill Act offered vitally needed help in rural America, the proposed Urban Grant Legislation now before this Committee promises to support a creative program of urban revitalization. This program would do much to restore the quality and content of educational and economic opportunities in our urban centers. I shall not burden this Committee with a lengthy exposition championing the cause of urban education; I do wish to point out, however, that one of the most edifying experiences I have had as

President of Northeastern Illinois University--an urban university--is a consistent recognition from political and community leaders of the special role which institutions such as ours play. We educate students who come predominantly from constituencies which send few students to more traditional institutions. These constituencies include a variety of ethnic and racial groups. They include sizable proportions of women. Many are also first-generation college students. And, of course, a substantial portion of them are older students, people who have now entered the world of work and desire a formal education for career advancement.

Few would doubt the special importance of educating persons from those groups. In fact, the spiraling urban syndrome of disillusionment and disaffection may be directly tied into our collective failure to respond to those who come from the ranks of the groups I just mentioned. If we can agree then, that the education of these groups of citizens is necessary to return some stability and pride to the quality of the urban experience, then efforts such as the Urban Universities Bill must surely be applauded. But, alas ladies and gentlemen, I am not prepared to say of the Urban Universities Bill what William Gladstone said of the American Constitution--"It is the most wonderful instrument ever struck off at a given time for the use and purpose of man." Only if this Committee can entertain a serious consideration of two areas of special difficulties in the present Bill will we be able to say, "The Urban Universities Act is the most useful thing devised in this century for the good and purpose of quality urban universities."

What are these two problems? First of all, the Bill as presently proposed would call on universities to have "a wide range of professional or graduate programs." For some time, our courts, our Congress and our Executive Branch have all determined that we must examine not only intent but outcome in determining the soundness of new programs and laws. Ladies and gentlemen, if we were to seek out only institutions with a wide range of graduate programs, very likely we would identify the largest, most powerful and most traditional ones rather than those with demonstrated concern and sensitivity toward the groups most in need of the Act's assistance. The American Association of State Colleges and Universities, through appropriate committees and through its leadership, has agreed that the language of this Bill should be amended. The final Bill must assure inclusion of the truly urban universities; it must not focus only on institutions oriented primarily toward research rather than a mission of teaching and skills development.

I do not believe that you intend this legislation to speak only to the interests of the already entrenched and to ignore the needs of the growing, developing urban universities. The Bill should, therefore, be amended in such a way that adequacy and appropriateness become the guiding words in assessing the sufficiency of a given university's range of graduate programs. The word adequacy is not a disguise for mediocrity but rather a neutralizing term which will include the small or developing urban universities as well as the strong, developed universities which long ago decided to give priority to research and graduate training, the training of an urban elite.

The second concern is with the Standard Metropolitan Statistical Area requirement under the Bill as proposed. After nearly two centuries of regional hostilities evoked by attitudes with respect to race and with respect to entrenched economic and social interests, our country may now be finally moving to a point where attitudes about race, where attitudes about the urban dweller and so forth, cannot be generalized regionally. Similarly, we cannot generalize the notion of what an urban center is, basing such a notion on New York, Chicago, Los Angeles or Washington. The requirement of a Standard Metropolitan Statistical Area of half a million raises the likelihood of regional discrimination. There are several population centers in the South and in the Midwest that are indisputably "urban" but are surrounded by sparsely populated rural areas resulting in a SMSA count of far less than one-half million. The wholeness of our nation requires that any legislation which promises to be as substantial as this, which promises to have such an impact on urban education, must be designed in such a way as to look at each of the regions of our country and to embrace the strategy of inclusion and not exclusion. Urban life exists in every region of the country. Urban needs exist in Anchorage as well as Atlanta and Albuquerque. The extent to which this legislation aims to offer some cure as well as preventive medicine for some of our urban ills, argues persuasively for an amendment of the Standard Metropolitan Statistical Area requirement in a way which realistically responds to our population distribution. A reasonable figure that would not disadvantage any one region of the country would be two hundred thousand.

Ladies and gentlemen, I urge your every consideration of this Bill, and I look forward to its passage. As we move toward that, I hope that your deliberations will lead you to accept the two substantial changes I have suggested here. And on behalf of myself and Northeastern Illinois University, I thank you for agreeing to hear my concerns.

aascu

American Association of State Colleges and Universities One Dupont Circle/Suite 700/Washington, D.C. 20036 (202) 293-7070

THE URBAN GRANT UNIVERSITY BILL - H.R. 7328

Statement of the
American Association of State Colleges and Universities (AASCU)

to accompany testimony by

President Ronald Williams
Northeastern Illinois University

before the
Subcommittee on Postsecondary Education
U.S. House of Representatives

Detroit, Michigan

April 28, 1978

The American Association of State Colleges and Universities (AASCU) wishes to congratulate Representative William Ford, Representative John Buchanan, and other sponsors of the Urban Grant University Bill, H.R. 7328. The bill would make possible major new programs at colleges and universities, to assist in the solution of urban problems.

Some months ago, AASCU expressed concerns about some aspects of H.R. 7328, concerns which were shared by others in higher education. AASCU members were particularly concerned that the earlier definition of an eligible university would limit participation to large universities with major capacity in research and graduate education, and would exclude many other institutions already working in urban areas, or in a position to do so.

AASCU also expressed concern that the original definition of eligibility limited participation to institutions in Standard Metropolitan Statistical Areas (SMSAs) of 500,000 or more people, and that this too would exclude many institutions and communities from participation.

As a result of our expressions of concern, members of the AASCU Committees on Federal Relations and Urban Affairs met with the Board of the Committee of Urban Program Universities (CUPU), which had sponsored the bill. After discussion, the CUPU group graciously consented to broaden the bill in the areas of research and graduate-professional education.

In testimony before this Subcommittee on January 25, Dr. Carlo Golino, President of CUPU, expressed the willingness of that group to change the language in the bill on these two points. His revised language as stated in his testimony reads:

"Language could be substituted for clauses (D) and (E) of Sec. 143(2) which would require only that an eligible institution be one 'which has the present capacity to serve such urban areas through the application of research or service responsive to the needs and priorities of such areas,' and 'which offers a sufficiently wide range of professional or graduate programs to sustain the application of such urban-oriented services.'"

We believe that the proposed new CUPU language would deal with the question of research and graduate education. The question of size of SMSA remains, and we continue to believe that the minimum size should be lowered to 200,000 as a way to make more areas and more parts of the country eligible to participate.

352

We understand that there are also questions about whether a separate advisory council should be created for this program, or whether it should be included under the present HEA Title I Advisory Council. It is our hope that, however this problem is resolved, the program will have a degree of autonomy and can address specifically urban concerns as opposed to all the concerns which must be dealt with by Titles IA and IB.

In conclusion, AASCU has appreciated the opportunity to work with the Subcommittee as well as CUPU on this legislation. We hope you will call on us as your work continues.

STATEMENT OF RONALD WILLIAMS, REPRESENTATIVE, ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES, AND PRESIDENT, NORTHEASTERN ILLINOIS UNIVERSITY

Mr. WILLIAMS. Mr. Ford, Mr. Buchanan, Mr. Kildee, ladies and gentlemen, I am indeed appreciative of the opportunity to appear before this committee. As I have already indicated, I am representing the American Association of State Colleges and Universities as well as my own university, Northeastern Illinois University.

I have appended to my testimony a statement from the American Association of State Colleges and Universities, and I have a brief statement of my own which is about four pages; with your indulgence I will read it. I might also add that I think you will find that both statements make essentially the same points.

During the last century, as the Nation's political and social leaders identified problems associated with the underdevelopment of human potential in our rural areas, the Morrill Act provided a significant response. It supported, and in some instances made possible, the development of an impressive array of institutions of higher education. And for the most part, these institutions set as their early mission the practical and purposeful education of our rural youth.

For the past few decades of this century, any number of persons in public service, business, and education have had as a major, general concern the serious and severe problems which face urban dwellers. Prominent among such concerns is a real distress over the disproportionate difficulties of unemployment, underemployment, disorientation, and disillusionment faced by young people, older citizens, women, and racial minorities. In much the same way as the Morrill Act offered vitally needed help in rural America, the proposed urban grant legislation now before this committee promises to support a creative program of urban revitalization. This program would do much to restore the quality and content of educational and economic opportunities in our urban centers. I shall not burden this committee with a lengthy exposition championing the cause of urban education; I do wish to point out, however, that one of the most edifying experiences I have had as president of Northeastern Illinois University—an urban university—is a consistent recognition from political and community leaders of the special role which institutions such as ours play. We educate students who come predominantly from constituencies which send few students to more traditional institutions. These constituencies include a variety of ethnic and racial groups. They include sizable proportions of women. In fact, at Northeastern, approximately 64 percent of our enrollment are women. Many are also first-generation college students. And, of course, a substantial portion of them are older students, people who have now entered the world of work and desire a formal education for career advancement.

Few would doubt the special importance of educating persons from those groups. In fact, the spiraling urban syndrome of disillusionment and disaffection may be directly tied into our collective failure to respond to those who come from the ranks of the groups I just mentioned. If we can agree, then, that the education of these groups of citizens is necessary to return some stability and pride to the quality of the urban experience, then efforts such as the urban universities bill must surely be applauded. But, alas, ladies and gentlemen, I am not prepared to say of the urban universities bill what William Gladstone said of the American Constitution—"It is the most wonderful instrument ever struck off at a given time for the use and purpose of man." Only if this committee can entertain a serious consideration of two areas of special difficulties in the present bill will we be able to say, "The Urban Universities Act is the most useful thing devised in this century for the good and purpose of quality urban universities."

What are these two problems? First of all, the bill, as presently proposed, would call on universities to have "a wide range of professional or graduate programs." For some time, our courts, our Congress, and our executive branch have all determined that we must examine not only intent but outcome in determining the soundness of new programs and laws. Ladies and gentlemen, if we were to seek out only institutions with a wide range of graduate programs, very likely we would identify the largest, most powerful, and most traditional ones rather than those with demonstrated concern and sensitivity toward the groups most in need of the act's assistance. The American Association of State Colleges and Universities, through appropriate committees and through its leadership, has agreed that the language of this bill should be amended. The final bill must assure inclusion of the truly urban universities; it must not focus only on institutions oriented primarily toward research rather than a mission of teaching and skills development.

I do not believe that you intend this legislation to speak only to the interests of the already entrenched and to ignore the needs of the growing, developing, urban universities. The bill should, therefore, be amended in such a way that adequacy and appropriateness become the guiding words in assessing the sufficiency of a given university's range of graduate programs. The word adequacy is not a disguise for mediocrity but rather a neutralizing term which will include the small or developing urban universities as well as the strong, developed universities which long ago decided to give priority to research and graduate training, the training of an urban elite.

The second concern is with the standard metropolitan statistical area requirement under the bill as proposed. After nearly two centuries of regional hostilities evoked by attitudes with respect to race and with respect to entrenched economic and social interests, our country may now be finally moving to a point where attitudes about race, where attitudes about the urban dweller and so forth, cannot be generalized regionally. Similarly, we cannot generalize the notion of what an urban center is, basing such a notion on New York, Chicago, Los Angeles, or Washington—and that admission comes hard from one who comes from Chicago. The requirement of a standard metropolitan statistical area of half a million raises the likelihood of regional discrimination. There are several population centers in the South and in the Midwest that are indisputably "urban" but are surrounded by sparsely populated rural areas resulting in a SMSA count of far less than one-half million. The wholeness of our Nation requires that any legislation which promises to be as substantial as this, which promises to have such an impact on urban education, must be designed in such a way as to look at each of the regions of our country and to embrace the strategy of inclusion and not exclusion. Urban life exists in every region of the country. Urban needs exist in Anchorage as well as Atlanta and Albuquerque. The extent to which this legislation aims to offer some cure as well as preventive medicine for some of our urban ills, argues persuasively for an amendment of the standard metropolitan statistical area requirement in a way which realistically responds to our population distribution. A reasonable figure that would not disadvantage any one region of the country would be 200,000.

Ladies and gentlemen, I urge your every consideration of this bill, and I look forward to its passage. As we move toward that, I hope that your deliberations will lead you to accept the two substantial changes I have suggested here. And on behalf of myself, the American Association of State Colleges and Universities and Northeastern Illinois University, I thank you for hearing my concerns.

I would also add as a footnote that our view of the significance of this legislation is reflected in our decision to host a conference on May 15 and 16 at Northeastern Illinois University on the urban grant bill. This conference is being supported by the Kellogg Foundation, and its purpose is to educate and to inform people about the potential benefits of the bill.

If you have any questions at this time, gentlemen, I will be more than happy to attempt to answer them.

Mr. Ford. I want to thank you particularly for taking the initiative to help in the educational process that is necessary for the success of this or any other legislation. The staff has, in fact, a response to the concerns you've expressed here today. They examined what would happen if they changed the population figures, as illustrated by this chart showing various breakdowns. I would ask to put this in the record at this point.

[The material referred to follows:]

CHANGES IN ELIGIBILITY—SMSA'S, STATES AND UNIVERSITIES UNDER VARYING POPULATION FIGURES FOR SEC. 143(1) OF H.R. 7328

Population floors	SMSA's	States	Universities	Population served
500,000	70	[1] 38	369	108,000,000
450,000	75	[2] 40	378	110,300,000
400,000	83	40	386	113,600,000
350,000	95	40	404	118,000,000
300,000	11[illegible]	[3] 41	412	132,500,000
250,000	136	[4] 44	455	130,000,000
200,000	159	44	488	135,000,000

[1] All but Alaska, Delaware, Idaho, Maine, Montana, Nevada, New Hampshire, New Mexico, North Dakota, South Carolina, South Dakota, Vermont, West Virginia, Wyoming, Guam, Virgin Islands.

[2] Plus South Carolina, Delaware.

[3] Plus New Mexico.

[4] Plus Nevada, New Hampshire, West Virginia.

Mr. Ford. I may suggest to you, by way of describing it, that under the present definition in the bill, 500,000 population for SMSA—it takes in 70 SMSA's across the country, covers 38 States and 369 universities representing those SMSA's, a population of 108 million

When you drop the figure down to 450,000, it is interesting that it makes very little change, but it picks up South Carolina and Delaware, two of the States left out.

You mentioned Albuquerque. I find that not until you get down to 300,000 people does New Mexico come in, but interestingly enough, if you dropped to the 200,000 figure that you and AASCU are suggesting it increases the number of SMSA's to 159, more than double the number that are taken in the present bill.

The number of universities involved increases only from 369 to 488, and the number of States in which such universities would be located increases only from 38 States to 44. So that your suggestions would not, on their face, seem to do great violence to the idea of charting the funds so that they are not spread too thin; as much as these figures seem to indicate that 500,000 down to 200,000 does not really cause a very dramatic shift in total number of eligible institutions.

Mr. Buchanan?

Mr. Buchanan. Thank you, Mr. Chairman.

I thank you especially for not only your leadership, but for your suggestion. I personally feel that using a SMSA of 200,000 persons would make this more truly national.

As the chairman said, it would not mean a great increase in the eligible institutions or number of States, but would include more States that would not be included otherwise or more institutions that would not be included otherwise. It would be of special value to the South and in the Midwest.

Regarding your first suggestion, you said universities—not in the city or words to that effect.

Will you clarify a little?

Mr. Williams. Well, certainly. I think that one of the persons who testified previously somewhat alluded to it. You have universities without a majority of their students from the city in which they are located. They have historically had a number of programs attempting to speak to the residents in the city, whether of an aging population, woman, racial minorities or what have you.

You have institutions, on the other hand, that are fine ones which have a national or international student body and draw very few of their students from the city. They are located in the city. They contribute marvelously in a cultural and intellectual manner to the city, but they are not of the city as urban universities are.

For instance, the University of Chicago, an undisputably fine institution but I would just make a wild guess, that only 2 or 3 percent of its students come from Chicago, especially the inner city. Universities in a larger urban area, of course, certainly would have a greater representation from the city. This would be true of Columbia, New York, Harvard, Cambridge and the Bsoton area. Again these are fine institutions, but they have not addressed themselves to serving the city. They are not of the city.

I think that preposition makes a tremendous distinction.

Mr. Buchanan. Would you agree that the institutions served by this rather special purpose legislation should in some true sense be urban universities?

Mr. Williams. Yes. That would be my view.

As someone has said earlier, I see no harm in collaboration or in a consortium. These are instruments to achieve a particular end, but I think if the bill is to remain true to its particular intent, it has to remain true to the intent of serving those persons and those communities in the city.

When I say "those communities," I speak of the government as well as the various communities that comprise the city.

Mr. BUCHANAN. I have one final question for you. You may not be prepared to answer it, but I would appreciate your guidance as well on what you feel would be a reasonable minimum grant so that we can accomplish what we intend with this bill.

Mr. WILLIAMS. I'm fully appreciative and sensitive to the constraint involved in that question. I would have to agree with President Gullen, I think. The optimistic view would be to double what we have.

I don't say that lightly, because if we are going to have some kind of impact—and I don't want to be too optimistic about the kind of impact, but I think we are all optimistic that it can make a difference or we wouldn't be here to support this kind of legislation.

I think we are going to have the money to do so, because I think the problem of our cities is an enormous one. I also think some of these problems can be addressed with a great deal of vigor immediately.

I might also add that in your smaller cities, the problem becomes more acute, because it is one of prevention. I think if the bill can prevent some of the situations from occurring that have occurred in your larger, older cities, then that, too, is a significant measure and a significant effect, but I certainly would argue for doubling the current proposed funding.

Mr. BUCHANAN. Thank you, sir.

Mr. FORD. Mr. Kildee?

Mr. KILDEE. Yes.

Dr. Williams, you stated the location of the university is not the criterion, but the programs and the people it is serving should be the criteria; so we could tuck your concern into the bill by stating certain criteria—or, hopefully, have the Urban Advisory Council, which we would establish by this bill determine criteria for grants.

Mr. WILLIAMS. I think that that part of the bill which stipulates that a significant portion of the enrollment of the institution come from the city is one which defines pretty much an urban university. So, when you find a university in which a significant number of its students come from that city, then by virtue of that very fact, there is an involvement. But I think other criteria also speak to that definition.

Mr. KILDEE. Thank you very much, Dr. Williams.

Thank you, Mr. Chairman.

Mr. FORD. I might observe that Thomas Wolanin, who is sitting to my right, is a product of the Detroit school system and holder of his Ph. D. from Harvard and has carefully constructed our language so that Wayne University will qualify and Harvard will not.

I would like to acknowledge at the same time Bill Clohan, the minority counsel who is sitting over here to the left. I neglected introducing these two gentlemen earlier.

I want to thank you for your testimony, Dr. Williams, and also conveying to us the communication in a formal way that we had informally asked you with respect to the amendment.

Yes?

Mr. BUCHANAN. There is one suggestion to which counsel just called my attention.

In the AASCU paper, they raised questions whether a separate advisory council should be created for this program or whether it should be included under the present HEA title I advisory council. I wonder if you wanted to speak at all on that recommendation?

Mr. WILLIAMS. Well, I think the concern here is that the intent and purpose of this bill not be lost with the multipurposes of the advisory council; with the HEW title I advisory group. For it to have a degree of autonomy, perhaps a separate advisory group might achieve that purpose. However, this is not an argument for that separateness as long as the autonomy and the purpose of this bill can be well served. There may be other alternatives or other ways of achieving that.

Mr. BUCHANAN. Thank you.

Mr. FORD. I don't know who would question the separate advisory council that we have in the legislation, except the Office of Management and Budget, but they question everything we send through anyhow.

I'm happy that, as you recognize, there are people who disagree with the present form of legislation, even though you didn't give us the assistance of coming down hard on one side or the other of the issues. I think members of this committee share the concern touched on in your exchange with Mr. Buchanan as to whether or not it would be good to have a program clearly targeted at urban universities tucked into the advisory committee which tends to be dominated by broader interests.

There is representation of the universities on that broader council, but they deal with the big money in the global perspective, higher education. I'm afraid our little program might get lost over there, not getting the attention it deserves.

Thank you very much for your testimony, Mr. Williams.

Mr. WILLIAMS. Thank you, sir.

Mr. FORD. I will call Mr. Richard Simmons, deputy mayor for the city of Detroit.

Without objection, the prepared statement you submitted will be submitted in full in the record at this point. You may proceed.

[Prepared testimony of Richard Simmons, Jr., follows:]

TESTIMONY OF RICHARD SIMMONS, JR., DEPUTY MAYOR, CITY OF DETROIT

I am pleased, and honored for the opportunity to appear before this Committee and to speak in support of H.R. 7328. Mayor Coleman A. Young is sorry he was unable to be present. He too supports this bill and joins me in commending you, Congressman Ford, and the members of your committee for proposing such timely and progressive legislation.

If I may, I would like to add a personal note of delight with the introduction and thoughtful consideration of this bill. As some of you know, I am presently on leave from Wayne State University, where I served as Director of its Center for Urban Studies, in order to assume the duties of my present position as Deputy Mayor.

While at Wayne I worked very closely with Vice President Schlafmann and the representatives of the Committee of Urban Program Universities (CUPU) in developing the basic concept and thrust of this legislation. At the time I was looking at the legislation from the view of the benefits and oppotunities it would afford the University. Now I view it from the needs and perspective of the City, and I come out just as strong and as enthusiastic in support of its passage.

Probably the best example of the close working relationship which has, and currently exists between the City of Detroit and

Wayne State University is demonstrated by my appointments at both the University and the City. I am not the only person, however, having enjoyed working for both of these great governmental and institutional agencies. In fact, the current Chairman of the Wayne State University Board of Governors is also the Director of the Recreation Department for the City of Detroit. Wayne's former Director for Community Relations now serves as Director of the Department of Transportation for the City of Detroit. And, there are many, many more examples of people working full time, part time, or voluntarily giving of their time to both the City and Wayne State University.

The same can be said for the relationship with the University of Detroit, which we are glad to learn now qualifies under the terms of the Urban Grant Act. The University of Detroit and Wayne State University are both very important to this City. Furthermore, they are unique in the kinds of programs and services they provide to this major urban area.

The City and these universities are working together on a wide variety of problems. For example, a consortium comprised of Wayne State, the University of Detroit, Wayne County Community College, The United Auto Workers, New Detroit, Inc., and several other educational institutions and business establishments have collaborated with the City of Detroit to combat some of its everyday and longer range problems.

This consortium serves as a model for maximizing cooperative and productive relations in the use of scientific, technical, and other resources of these establishments within our urban area. Among the functions to be addressed by this consortium are:

1. A consultative service - which gives access to city departments to scientific and technical personnel and information on an instant and continuing basis;

2. An evaluation service - which gives access to city departments to experts in developing evaluation procedures and/or doing evaluation of city programs and projects on an instant and continuing basis;

3. An educational service - which gives access to city departments to experts in developing educational programs and/or doing educational programs for city employees on a rapid and continuing basis;

4. A planning and indicators service - which gives the city access to information and experts in the development of planning and indicators in areas of key city concerns;

5. Hearings and Newsletter - a service which develops "hearings" on key city issues where scientific and technical personnel from the universities and city officials can identify and refine the problems that need to be addressed and get to see each others expertise without any follow-up commitments to each other. This process has been found critical in developing mutual respect and confidence between city and university in areas where there has not been much previous collaboration;

6. Policy-Options Papers - a service which gives city access to policy options developed by university scientific and technical personnel on a rapid and continuing basis;

7. Mini-research grants - a service which provides the city with fairly rapid solutions and/or options on technical and implementation issues (as opposed to policy issues); and

8. Working Groups - a service which organizes and maintains city-university working groups on a variety of large scale issues. These working groups are capable of doing basic and applied research and providing technical and educational service. The areas which have been considered

in Detroit at this time, and which have such groups are:

a) Human Resource Development and Adult Education

b) Neighborhoods

c) Energy, Environment, and Ecology

d) Cultural Development and Action

e) Social and Community History

f) Urban Life Cycles

g) Economic Development

h) Legal and Political Development

i) Impact of Foreign and Military Policy on Urban Options

We are pleased the bill provides an opportunity for the City to "review and comment upon" (Section 146) the comprehensive multidisciplinary plan submitted by each respective university, or collectively as a consortium. With our long history of cooperation we feel this degree of participation is sufficient to meet our expectations and requirements for the proposed projects.

If there were any provision of the bill with which we would take some exception, it would be the limitation you have placed upon the amount to be appropriated during the first year. $25,000,000, if spread among all eligible institutions, will not make much of an impact. Once a university is designated an Urban Grant University, it needs to be sufficiently supported so as to carry out its approved comprehensive plans.

In conclusion, I would like to reiterate on behalf of Mayor Young and myself our appreciation for your consideration of legislation which provides new hope for the viability of our urban areas. This legislation, with your strong support and together with other urban legislation currently under consideration by the Congress, begins to focus Federal policy on the present national problems not unlike the land mark legislation enacted over 100 years ago (The Morrall Act) which addressed the problems of rural America.

By pooling our knowledge, our expertise, our funds, and our desire to work together on common problems, as this bill provides, we can, and will make a substantial contribution toward the revitalization of our cities and the quality of life of those of us who live there.

STATEMENT OF RICHARD SIMMONS, JR., DEPUTY MAYOR, CITY OF DETROIT

Mr. SIMMONS. I am pleased and honored for the opportunity to appear before this committee and to speak in support of H.R. 7328. Mayor Coleman A. Young is sorry he was unable to be present. He too supports this bill and joins me in commending you, Congressman Ford, and the members of your committee for proposing such timely and progressive legislation.

If I may, I would like to add a personal note of delight with the introduction and thoughtful consideration of this bill. As some of you know, I am presently on leave from Wayne State University, where I served as director of its center for urban studies, in order to assume the duties of my present position as deputy mayor.

While at Wayne I worked very closely with Vice President Schlafmann and the representatives of the Committee of Urban Program Universities (CUPU) in developing the basic concept and thrust of this legislation. At the time I was looking at the legislation from the view of the benefits and opportunities it would afford the university. Now I view it from the needs and perspective of the city, and I come out just as strong and as enthusiastic in support of its passage.

Probably the best example of the close working relationship which has, and currently exists between the city of Detroit and Wayne State University is demonstrated by my appointments at both the university and the city. I am not the only person, however, having enjoyed working for both of these great governmental and institutional agencies. In fact, the current chairman of the Wayne State University board of governors is also the director of the recreation department for the city of Detroit. Wayne's former director for community relations now serves as director of the department of transportation for the city of Detroit. And, there are many, many more examples of people working full time, part time, or voluntarily giving of their time to both the city and Wayne State University.

The same can be said for the relationship with the University of Detroit, which we are glad to learn now qualifies under the terms of the Urban Grant Act. The University of Detroit and Wayne State University are both very important to this city. Furthermore, there are unique in the kinds of programs and services they provide to this major urban area.

The city and these universities are working together on wide variety of problems. For example, a consortium comprised of Wayne State, the University of Detroit, Wayne County Community College, the United Auto Workers, New Detroit, Inc., and several other educational institutions and business establishments have collaborated with the city of Detroit to combat some of its everyday and longer range problems.

This consortium serves as a model for maximizing cooperative and productive relations in the use of scientific, technical, and other resources of these establishments within our urban area. Among the functions to be addressed by this consortium are:—and this is important, gentlemen——

A consultative service, which gives access to city departments to scientific and technical personnel and information on an instant and continuing basis;

An evaluation service, which gives access to city departments to experts in developing evaluation procedures and/or doing evaluation of city programs and projects on an instant and continuing basis;

An educational service, which gives access to city departments to experts in developing educational programs and/or doing educational programs for city employees on a rapid and continuing basis;

A planning and indicators service, which gives the city access to information and experts in the development of planning and indicators in areas of key city concerns;

"Hearings and Newsletter," a service which develops hearings on key city issues where scientific and technical personnel from the universities and city officials can identify and refine the problems that need to be addressed and get to see each other's expertise without any followup commitments to each other. This process has been found critical in developing mutual respect and confidence between city and university in areas where there has not been much previous collaboration;

"Policy-Options Papers," a service which gives city access to policy options developed by university scientific and technical personnel on a rapid and continuing basis;

Mini-research grants, a service which provides the city with fairly rapid solutions and/or options on technical and implementation issues (as opposed to policy issues); and

Working groups, a service which organizes and maintains city-university working groups on a variety of large scale issues. These working groups are capable of doing basic and applied research and providing technical and educational service. The areas which have been considered in Detroit at this time, and which have such groups are: (a) Human resource development and adult education; (b) neighborhoods; (c) energy, environment, and ecology; (d) cultural development and action; (e) social and community history; (f) urban life cycles; (g) economic development; (h) legal and political development; and (i) impact of foreign and military policy on urban options.

We are pleased the bill provides an opportunity for the city to review and comment upon section 146, the comprehensive multidisciplinary plan submitted by each respective university, or collectively as a consortium. With our long history of cooperation we feel this degree of participation is sufficient to meet our expectations and requirements for the proposed projects.

If there were any provision of the bill with which we would take some exception, it would be the limitation you have placed upon the amount to be appropriated during the first year; $25,000,000, if spread among all eligible institutions, will not make much of an impact. Once a university is designated an "Urban Grant University," it needs to be sufficiently supported so as to carry out its approved comprehensive plans.

In conclusion, I would like to reiterate on behalf of Mayor Young and myself our appreciation for your consideration of legislation which provides new hope for the viability of our urban areas. This legislation, with your strong support and together with other urban legislation currently under consideration by the Congress, begins to focus Federal policy on the present national problems not unlike the landmark legislation enacted over 100 years ago (the Morrill Act) which addressed the problems of rural America.

By pooling our knowledge, our expertise, our funds, and our desire to work together on common problems, as this bill provides, we can, and will make a substantial contribution toward the revitalization of our cities and the quality of life of those of us who live there.

Thank you.

Mr. FORD. Thank you very much. I hope you will convey on behalf of the committee, and especially from me, our best wishes to the mayor. He is a steady penpal of this committee; a very forceful person in working for the city of Detroit and the State of Michigan.

My congressional district does not include any part of the city of Detroit, but I have worked frequently with Mayor Young. Every time he's in Washington trying to do something for the citizens of Detroit, he is also trying to do something for the citizens of Michigan. Frequently, the press tends to identify his efforts only in terms of translating them directly to people who live within the city. However, he is one of the forces for people living in urban areas all across the country and enjoys a special relationship with this admiinstration.

In fact, a number of us have served either with him in the legislation or, in my case, in the Constitutional Convention before the legislature and know that he is a person who involves himself in a broad range of interests far beyond the day-to-day problems of operating this very large and complex city.

Most recently, he was able to call upon longstanding friends from around the country to aid the Michigan delegation on this committee rearrange the funding of programs so that Michigan benefited considerably. All of that money has not come in for Detroit, I might say. They are getting their share, but many people for many miles in the State of Michigan will benefit from his efforts.

We want you, as his representative, and him to know that we appreciate the constant attention that this committee has from his business office.

Mr. Buchanan?

Mr. BUCHANAN. Thank you, Mr. Chairman.

I, too, want to thank you, Mr. Simmons, for your testimony. I note especially your comment upon section 146. This section provides the opportunity for the local government to review and comment upon the comprehensive multidisciplinary plan submitted by universities. You indicate you feel this to be an adequate role for city government.

In your judgment, do you need veto power or anything like that to assure your consultation or participation?

Mr. SIMMONS. When it comes to our relationship here in Detroit with the local universities, generally, we have no problems.

Mr. BUCHANAN. I am glad to hear that. We had the same testimony, you may be interested to know, from the city and county officials regarding their relationship in the Birmingham area.

I want you to know that I share the chairman's feeling that our money from all over the country is well invested in not only programs like this, but in ways the Federal Government can be of assistance to cities like Detroit, various cities in our country to fulfill the responsibilities of the people.

I don't think Michigan is in our fortunate position. In Alabama, it is getting back more money in total taxes than it paid in. I do think we have reached a time in our country when the whole country must give some very special attention to urban areas, to cities like your own. We'll soon be having the opportunity to vote on the New York City financial problem.

Mr. SIMMONS. Well, I am certainly pleased, and I will tell the mayor, Mr. Buchanan and Mr. Ford, that you send your regards. He is always happy to know he is staying in contact with the Members of Congress and the White House when he visits on behalf of the city of Detroit and the State of Michigan.

Mr. FORD. The Congressman didn't do it on purpose, but when we had the hearing in Birmingham, I mentioned earlier that by strange coincidence all of those testifying and almost everyone else in that town had been educated in Michigan. I think it is quite a contribution to people from the area. We were pleased to tell them that the chairman of a very important educational appropriations committee in Washington is a product of the Alabama education system and a progressive friend of education in our State legislature.

Mr. Kildee?

Mr. KILDEE. Thank you very much, Mr. Chairman.

Mr. Simmons, you mentioned in your new role that you look upon this urban grant university bill favorably because of the help it gives to the city of Detroit. I think that certainly shows the relationship between education and the city.

I think over 100 years ago when we established the land-grant university, we hoped it would help the rural areas of the country. I do believe the urban areas, including the city of Detroit, should be regarded as assets, with all their problems. I think that because we have so many things in place in the urban areas that they should be assets to be developed.

I think whenever the Congress, in its wisdom, looks upon them as assets along with their problems to be developed, that they are right. I have always regarded Detroit in that fashion when I served on the legislature, that we have here a city that is in place, developed with problems, but with some help, can really progress and grow. I would certainly hope that this bill would be one of the components to further the growth in the State as well as for the Nation.

Thank you, Mr. Chairman.

Mr. FORD. Thank you, and thank you, Mr. Simmons.

I would like to announce now that the record of this hearing will remain open. If there are people here who would like to add to or supplement anything that has been said today or make their own statement, we will be pleased to receive those statements and include them in the record with today's hearing.

We have a statement of Walter E. Douglas, president of the New Detroit, Inc., who, unfortunately, had to leave. He took the time to prepare a detailed statement in support of the legislation. Without objection, that will be inserted at this point in the record.

[The statement referred to follows:]

STATEMENT OF WALTER E. DOUGLAS, PRESIDENT, NEW DETROIT, INC. FOR THE HOUSE SUBCOMMITTEE ON POSTSECONDARY EDUCATION HEARING ON THE URBAN GRANT UNIVERSITY ACT, DETROIT, MICHIGAN, APRIL 28, 1978

As President of this nation's first urban coalition, I am extremely pleased to present this statement in support of the Urban Grant University Act of 1977 (H.R. 7328) which is pending in the 95th Congress.

New Detroit, Inc. was formed in 1967 while the smoke was still rising from the ashes left by the rebellion in our city. Members of NDI include leaders from business, labor, government, education, community organizations and the professions. We began by looking at the attitudes and conditions which nearly devastated Detroit in 1967. Through the coalition process all of these leaders with different opinions, different inputs, representing unique constituencies and backgrounds are engaged in the research, discussion, and study of solutions to pressing urban problems.

While we marked our tenth anniversary with a list of accomplishments, the Board of Trustees also acknowledged that much remains to be done. The problems of our urban core cities are complex and defy easy solution. In the face of a declining tax base, population loss, high unemployment and inflation, the cost effectiveness of our governmental and educational institutions must be improved. Commitments to equal employment opportunity must be developed into fully integrated work forces at all levels. More progress must be made in the reduction of crime. We must convert the areas of abandoned homes and buildings to new housing and new employment opportunities. The city's economic base must be broadened and its tax base improved.

The Presidents of three of our city's institutions of higher education are active Board members of New Detroit: George Gullen of Wayne State University, Malcolm Carron of University of Detroit and Reginald Wilson of Wayne County Community College. These institutions are integral parts of our urban community and they have suffered along with others through the economic crises of the past several years. The institutional commitment to work through the coalition to find solutions to our problems is seldom matched with the fiscal capacity to reallocate resources to develop comprehensive plans and sustain viable programs.

The Urban Grant University Program outlined in House of Representative Bill 7328 speaks directly to this need at a most critical time in our history. We have in our universities and in governmental resources, the creative and technical talent necessary to address our outstanding urban problems. Because of budgetary constraints, we are unable to release these resources to this task.

A federal commitment of funds to urban universities to engage in program development and implementation would free those resources which we believe are best suited to understand and deal with urban problems in terms of research and service delivery systems. The Urban University should and can be a part of the urban recovery process and our problems demand immediate attention.

We support this type of investment of federal tax dollars without reservation.

Finally, I would assure this honorable body, that New Detroit, Inc. would offer its resources towards the implementation of the programs envisaged by this legislation.

Mr. FORD. I'm also informed that the Governor's office was unable to get the statement here, but that we have a statement forthcoming from Governor Milliken in support of this legislation. That will also be inserted in the record at this point.

[The statement referred to follows:]

STATE OF MICHIGAN
OFFICE OF THE GOVERNOR,
Lansing, Mich., July 27, 1978.

Hon. WILLIAM D. FORD,
House of Representatives, Rayburn House Office Building,
Washington, D.C.

DEAR BILL: Let me commend you on your introduction of H.R. 7328. This legislation will create greater incentives through the use of federal dollars to recognize and use the resources that are present in the nation's many urban colleges and universities in resolving the problems of the urban areas.

After reviewing this legislation, I appreciate the work you and the other members have done and the opportunity the committee has provided for testimony. Attached is a statement which reflects what I consider to be the importance of your legislation I hope you will review this testimony carefully and that it will be helpful to you in further understanding the impact this legislation can have in urban America.

Warm personal regards.

Sincerely,

BILL,
Governor.

STATEMENT BY HON. WILLIAM G. MILLIKEN, GOVERNOR, STATE OF MICHIGAN

Congressman Ford and members of the subcommittee: I am pleased to have this opportunity to present testimony in support of H.R. 7328, the Urban Grant Act.

Let me first take this opportunity to commend Congressman Ford for his efforts in introducing this legislation which I believe is an important new thrust in better utilizing and coordinating resources to tackle the problems of urban America.

The proposal to make Federal funds available to urban-based universities to work on the problems of the cities through resources and service programs is critical in the revitalization of our urban areas. One of the most important elements in addressing the problems of urban areas and attracting both business and residential growth is the development of a comprehensive and quality educational system. The elementary-secondary schools in our cities represent the best chance for young people to develop productive and satisfying lives. Higher education will open even more doors to further career progress and job opportunities.

All levels of education, K-12, 2-year and 4-year higher education, public and private schools have a potential for providing important preventive medicine rather than just remedial actions in dealing with urban problems, including crime, vandalism, health-care, and unemployment. In addition, universities and colleges possess a unique set of human resources for dealing with immediate problems and for providing new research and services for the citizens of urban areas. Urban universities may well be one of our most valuable untapped resources in dealing with the problems of urban areas.

HR 7328 offers the first major thrust for improving the relationship between these universities and all sectors of government. It would establish the Federal policy and declare that in the public interest the resources of urban higher education will be applied in a systematic and sustained manner to assist in solving urban problems. In the context of an overall urban policy, urban universities should be called upon to work on a local, regional, and national level with other private and public institutions to research, develop, and evaluate specific strategies for dealing with the persistent problems of financing, delivery, and effectiveness of public services in urban environments.

It is particularly fitting that Michigan be one of the states considered in this legislation because it is where the first land-grant college in the country began. Michigan Agricultural College, now Michigan State University, set a model for the nation in rural education. Its agriculture school remains among the best in the world. What we seek now is a model for urban education similar to the land grant program to meet the needs of the 1980's and 1990's.

It is important to emphasize that in all three components of this legislation, (1) program development assistance, (2) project assistance, and (3) comprehensive program assistance grants, local units of government should be involved in an integral way.

Only with their active participation can we assure that the issues being addressed by the research and services of the institution are relevant to the problems of the urban area and that the solutions are practical.

Equally important is the provision in this bill which would involve both public and private institutions of higher education. Without this cooperative effort, we will not be fully utilizing all of the resources available to us as a city or a state.

In all, Detroit has 13 institutions providing bachelor or graduate degrees and research efforts involving nearly 70,000 students. The major universities which would benefit directly under this legislation, Wayne State University and the

University of Detroit, spend more than $175 million annually, represent a capital investment of $415 million, and employ 2,200 people.

Just as the students of these universities, who are predominately commuter students, take part in city life, so, too, do the universities have an integral role in Detroit's present and future. The urban universities affect in many ways the economics of the city. They are builders, major employers, consumers of substantial quantities of goods and services, users of city-subsidized services, property owners, and a complement and attraction to business and civic activities.

We cannot assume that money alone is the answer. The expenditure of dollars designated for specific purposes in H.R. 7328 will not automatically bring forward the solutions to urban problems. But it is not presumptuous or hopeful guesswork that I base my optimism on the outcome of this program. It is, rather, the fact that substantial urban-related resource capabilities and programs already exist at the institutions in our urban areas which make this effort so attractive.

In the case of Michigan and the city of Detroit, both Wayne State University and the University of Detroit have long been participants in urban life as well as active proponents of change. Each of our urban public and private institutions made significant contributions to the improvement of the urban habitat through innovative instructional research and public service activities.

Wayne State University has been involved in inventions involving the auto industry and some which have even revolutionized segments of the production of automobiles. Wayne State, through the use and addition of state dollars, is building a health clinic which will improve the services available to members of the urban community. Programs for the elderly and the young have all been helped by the decades of research of Wayne State University faculty and students. Most recently, Wayne State, in cooperation with the State of Michigan, has put together a center for professional growth and development. This center, which I have supported since its inception, may hold the key to one of our most perplexing problems in education, that is the development of effective inservice training programs for our school teachers. This center, as does the urban grant program, focuses on the requirement that all sectors of education and the community take part not only in the activities, but governance of its structure as well.

The University of Detroit has been a leader in cooperative education programs. The relationship between jobs and schooling has been given substance, not by a recognition of potential new programs in this area, but with a host of long-standing course activities. The dental school at the University of Detroit has served more than 90,000 patients, the psychology and law clinics have provided practical education for future professionals as well as needed medical and legal assistance to the cities' poor and needy. The 19 percent minority population at the University of Detroit reflects the institution's commitment to be a part of the city in which it is located. The most recent endeavor is the information of the Neighborhood Alliance Program to identify policies and encourage means to rejuvenate urban business areas with city and state involvement. Let me emphasize, these examples could be duplicated many times over by examining the operations of the other nearly 100 institutions providing educational programs at the postsecondary level.

A national urban grant universities' program could provide the stimulus of additional financial support which could catalyze those abilities in the existing activities and provide the incremental resources for coordination necessary to convert a myriad of programs into an effective urban strategy. I urge your support for H.R. 7328.

Mr. Ford. Do you have any further comment, Mr. Kildee?

Mr. Kildee. None.

Mr. Ford. Mr. Buchanan?

Mr. Buchanan. Mr. Chairman, it's been a pleasure to be here at Wayne State, and I want to thank you, the people of the Detroit area, for the kind of leadership you are providing.

Mr. Ford. Let me close by saying our special thank you to you, John, for leaving Washington early this morning to come out here. Under the rules, if you hadn't been willing to make this special effort to come to our city, we couldn't have a hearing at Wayne University. Bill Ford can't do it unless he has the cooperation of people like yourself.

I'm happy to have people in Detroit see us with an example of the kind of people we have to fight with down there.

The hearing is adjourned.

[Whereupon, at 12 noon the subcommittee adjourned.]

[Material submitted for inclusion in the record follows:]

STATEMENT OF DR. HENRY WINKLER, PRESIDENT, UNIVERSITY OF CINCINNATI

The University of Cincinnati has for many years served the City of Cincinnati and its surrounding communities. However, within the past 10 years we have become more aware of our obligations to the urban community we serve and are now providing expertise in the many phases of research, education, business, etc. Until recently these efforts were pursued on an individual college or even on an individual course basis as need arose. Focus has begun to be placed on the value of these offerings and a need for providing a systematic means of offering such expertise and assistance to local social agencies, government, business, and ethnic groups. Thus when there seemed to be not only a local and state interest in such offerings but a national move, which developed into the formation of CUPU, we at the University of Cincinnati were very much interested to be a member of this group and support its request for a Congressional Bill which would give funding to the urban universities similar to the support being given to land-grant colleges.

There are unlimited possibilities in urban areas for universities to be of assistance, but limited funding makes current programs sporadic and less effective than they could be if funded appropriately. For example, the seminars currently given by our College of Business Administration on Professional Development would be of great value to small business personnel, but since there is no scholarship funding, and these seminars do not qualify for state subsidy, the fees which must be charged to make them self-supporting preclude most minorities and small business owners from registering and taking advantage of this information.

Funds made available for scholarships would go a long way in helping these efforts and those of other training programs.

If governmental assistance could not be made directly available for scholarships, other funding which might be freed by this assistance could be used for this purpose. Funding under such a congressional bill could assist more students in working in local city, or county offices to provide much needed research on many local problems or issues where limited personnel have been unable to do the necessary research work to solve the problems. UC currently provides such service by conducting surveys through its Institute of Governmental Research and its Behavioral Sciences Laboratory, but these could very profitably be expanded. One of the most recent surveys conducted was to evaluate the services of all city departments, fire, police, recreation, waste collection, highway, sewage, etc.

Since the youth of today are the leaders of tomorrow there are possibilities for programs to be provided on our educational TV stations, or perhaps by closed TV circuit for local high schools and businesses. This would provide valuable leadership information. Currently we are assisting those individuals and groups with their problems, but we should also be trying to seek ways to go to the source and provide the knowledge and information to to those who will be inheriting these problems so they have a better background and understanding for solving them.

My own strong belief is that learning is a lifelong process and we must thus meet our obligations on every level and every step of the way.

Urban universities do serve a much wider variety of constituencies than other universities. This diversity of clientele by its very nature makes education more expensive. Since our urban communities are much the backbone of our Nation today, as are the rural and agricultural areas, we must provide the resources to keep pace in all areas. This places not only a responsibility upon those urban universities to be responsive to the educational needs, but a responsibility for a fair distribution of tax dollars by the government to fund these programs which will result in benefits to everyone.

WAYNE STATE UNIVERSITY, *Detroit, Mich., May 26, 1978.*

Hon. JOHN HALL BUCHANAN,
Rayburn House Office Building,
Washington, D.C.

DEAR CONGRESSMAN BUCHANAN: At the hearings held in Detroit with regard to H.R. 7328, the Urban Grant University Act, you asked me for my view as to where a dollar floor should be set on individual Urban Grant projects. I did not feel at the time that I could give you a complete answer, and promised to get back to you with a written response.

Although I was testifying at the hearing in my capacity as President of Wayne State University, I am a member of the Board of Directors of the Committee of Urban Program Universities, and I believed it would be useful for me to consult with some of my colleagues on that Board prior to responding to your question. Although this answer is still my own, and does not represent a formal CUPU position on this question, I think it does represent the thinking of a number of the officers and members of that organization.

First, I think we have to split the answer into three parts. There are three programs authorized under the proposed Act, or, to view it operationally, two programs, one of which has two levels of depth. The applicability of a dollar floor on grants for each of these programs would be unique in many respects.

The first program authorized is program development assistance, under Sec. 144 of the bill. No more than 30% of the first year's money, 25% of the second year's money and 28% of any subsequent year's money is set aside under this section to be given to urban universities, or to urban institutions to help them develop the delivery capacity to be urban universities. The language of the bill is patterned after the language of the Higher Education Amendments of 1976 relating to cooperative education, and provides for a steep tapering off of Federal assistance under this section. The concept here is to assure that a university should make a major commitment of its own resources in its efforts to develop its capacity of function under the rest of the Act. Perhaps no section of the Act argues more cogently for the principle that the funds should not be frittered away. Arguably, an urban university or urban institution, seeking program development funds, should not be taken seriously unless it asks for enough funds to insure that at the end of the program development eligibility period, truly viable capability will have been developed.

For reasons which I will get to toward the end of this letter, I do not believe a dollar floor should be included in the bill or in the legislative history. Rather, if we assume a first year appropriation of $25 million (and a resulting first year ceiling on program development funds of $7.5 million), I think it would be more useful to instead suggest that no more than 20 applicants could be usefully funded out of that level of support. While the language of Sec. 144 does not mandate multiyear funding, it does imply something of an obligation to the serious participating institution, and it would seem sensible to me that the committee report suggest that the number of institutions receiving funds under Sec. 144 even in the later years, where the lower percentage will be applied to a larger total, should probably not exceed twenty. Sec. 144 should not become the heart of the program, and it certainly should not try to grow to the scale of Title III of the Higher Education Act.

The second authorized category of activity is the actual urban service grants under Sec. 145 and 146, the size of which will vary unpredictably between the various university/city combinations. The concept of Sec. 145 project assistance grants is one of a university and city finding a project, limited in time and scope, which the city needs undertaken and the university is capable of performing. While it is not likely that all of a city's problems can be solved by a single Sec. 145 project, it is very possible that one particular problem can get all the university attention it needs for a relatively limited amount of money.

It would seem very unfortunate under this section, if a city and its university were to come to USOE and say, "For $10,000, this university can deliver to this city a very important analysis of the impact upon the city's economic development plans of its projected population changes," only to have USOE say, "Sorry, but of it doesn't cost at least $100,000, we can't fund it." There are too many anecdotes about the deliberate padding of projects in order to gain credibility for me to feel comfortable trying to reword Sec. 145 to put a floor under project costs. While there may not be many projects that can be usefully undertaken for $10,000, there may be some, and I would hope the Urban Grant Act would not rule out such undertakings.

While Sec. 146 (Comprehensive Program Assistant) is functionally the same as project assistance, by its very nature it envisions a more massive involvement of the efforts of the university, a broader-scale attack upon the problems of the city, and could more legitimately be the focus of a requirement of demonstrated seriousness. However, as with program development grants, I would suggest that it would be more worthwhile if the committee report were to suggest some limit on the number of new comprehensive programs that could be initiated in a given year rather than imposing a dollar floor on the grants. Assuming a $25 million appropriation, the Act would set aside at least $12.5 million for comprehensive program assistance. I would suggest that no more than a dozen comprehensive programs, in as many cities, should be authorized with initial year funds, and, indeed, that USOE be admonished in the committee report not to be overzealous in its efforts to approve a dozen programs. Five or six strong, promising programs in the first year might be better than ten or twelve weak ones.

I realize that you have patiently read this letter in anticipation of a definitive answer to your direct question on the dollar floors only to discover that I have not only sought to repudiate dollar floors as a funding control mechanism but I have also advocated, in its place, number limitations in the legislative history. The acceptance of number limitations rather than dollar floors is based upon the nature of the particular programs involved, the distinctions between the two mechanisms, and the objective I feel the Act seeks to accomplish. While project assistance grants of Sec. 145 apear, solely by their nature, particularly unconducive to dollar floors the latter two bases for my acceptance of number limitations convince me to reject dollar floors as an acceptable approach for any of the programs.

Admittedly a suggested number of grant recipients in the legislative history may produce consequences similar to a suggested dollar floor. Both serve to limit the number of projects involved. The important distinction is, however, that the program applications will not be initially screened by the size of their request. Screening first by size serves to encourage inflated proposals and excludes program development and projects of limited scope regardless of their utility. Instituting number limitations allows merit and need to the cities involved to gain prominence as factors determinative of grant acceptance while simultaneously insuring viability for comments by cities, when required, on proposed; projects and still discouraging spurious proposals, which lack the serious commitment and capabilities this Act demands.

Underlying my reluctance to talk specifically about dollar floors is my belief, shared by most of the CUPU Board members, that we are not talking about the cost of solving the problems of a city. If that were our objective, the bill would be proposing a grossly underfunded approach, and we would be making an equally stupendously overblown promise. The costs of solving the problems of Detroit or New York, or Chicago, or Los Angeles, or Birmingham, or Seattle or any major city you can name would run, if anyone knew how to do it, into the scores of hundreds of millions. We are talking about making modest offers of assistance in ameliorating some of the conditions that are most troublesome for some of our cities. In this context, we believe that manageable, realizable sums, are not automatically inadequate.

I do want to reiterate what I related to the Subcommittee when we discussed this question of funding levels during the hearing. While I have some questions in my mind about the wisdom of lowering the population figure for an eligible SMSA to the levels some of the other witnesses suggested, I do firmly believe that any reduction from the $500,000 figure now set by the bill must be accompanied by a corresponding increase in the authorization figure. We can dilute the program to the point of ineffectiveness in either of two ways. We can do so by approving too many, too small applications, or by broadening the eligible population without increasing the dollar amount available. I have here concerned myself with the mechanisms for controlling the number of projects but I would urge the Subcommittee to avoid either danger.

Let me again thank you and Chairman Ford for the depth of your own assessments of this legislation. The Urban Grant Act is too important and its purpose too basic for us not to welcome searching questions and careful analysis.

Sincerely,

GEORGE E. GULLEN, JR., *President.*

THE URBAN GRANT UNIVERSITY ACT OF 1977

MONDAY, JULY 3, 1978

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
San Francisco, Calif.

The subcommittee met, pursuant to notice, at 9:30 a.m., in Knuth Concert Hall, San Francisco State University, Hon. William D. Ford (chairman) presiding.

Members present: Representatives Ford and Burton.

Staff present: Thomas Wolanin, staff director; Patricia Rissler, deputy staff director; and William C. Clohan, minority counsel.

Mr. FORD. I'm pleased to call to order this morning the fourth in a series of hearings being held across the country on H.R. 7328, the Urban Grant University Act.

It is a particular pleasure to convene this session in San Francisco. There was some sort of rumor around the hotel this morning that the weather of yesterday and today is not typical. It certainly is much better than we had expected out here. We are very grateful for the arrangements that our colleague, Congressman Burton, made with the appropriate Federal agencies so that we would have this kind of weather.

As chairman of the committee, I am grateful to the officials of this university and of the State system who have made this hearing possible for us and who have assisted indirectly and directly in arranging for the people who are to testify here today.

Congressman John Buchanan, the ranking Republican on the committee, was scheduled to arrive last night and leave shortly after noon today. Because of a tragedy close to him in his home State, he had to return to Birmingham, Ala., yesterday instead of coming out here. We are very delighted to have a ranking member of the Education and Labor Committee, who represents this area, with us this morning and indicate to you that but for his willingness to change his schedule and be here with us we would be in trouble with the House rules in trying to go forward with this hearing.

At this point, I would like to recognize my colleague, the Honorable Phillip Burton, for whatever comments he deems appropriate.

Mr. BURTON. Thank you very much, Bill.

I would like to welcome you and the subcommittee to our fair city. I would have you note that our weather compares favorably perhaps with that which you and I have to survive under in the Nation's capital. For the benefit of the audience, I think it might be useful to observe that the Chair for our proceedings this morning is acknowledged to be one of the leading congressional experts and champions in the area of the quality education made available to all of our people. For that, in additional to personal reasons, I am delighted to welcome you, Bill, and the subcommittee to our hearings and to our fair city.

Mr. **Ford**. Thank you very much.

I would like to introduce the other people at the table so that you will know who we have here.

Over to the far right is the deputy director of the staff of the House Subcommittee on Postsecondary Education, Pat Rissler.

Sitting next to her is Dr. Tom Wolanin, staff director of the subcommittee.

Sitting to my left, your right, is Bill Clohan, who is minority counsel to the committee.

We have an impressive list of witnesses this morning. We are going to proceed as a panel.

Mayor Moscone was scheduled to testify this morning. He will not be able to appear. He may submit a statement for the record and it will be inserted into the record, along with the other statements being made this morning.

In the meantime, I have been told that Dr. Dumke is ill this morning and is being represented by Harry Harmon, executive vice chancellor, California State University and Colleges System. The other witnesses are Dr. Stephen Horn, president of the California State University at Long Beach; Dr. Paul F. Romberg, president of San Francisco State University; Dr. John A. Greenlee, president of the California State University at Los Angeles; Dr. Sam Kelly, special assistant to the president of the University of Washington, Seattle; and Dr. Gail Fullerton, executive vice president of San Jose State University.

The people who are scheduled to testify this morning have all submitted prepared statements for the record.

I would ask, and hearing no objection, that your statements be inserted in full at this point in the record.

Dr. Dumke's statement is here and you may proceed to highlight it as you find most convenient.

[The statements referred to follow:]

TESTIMONY OF GLENN S. DUMKE, CHANCELLOR, THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Mr. Chairman, members of the Committee, I appreciate the opportunity to appear today in support of H.R. 7328, the Urban Grant University bill which Chairman Ford, Mr. Buchanan and so many of the rest of you have co-sponsored. My special thanks go to the members of the California delegation, Ms. Burke, Mr. Phillip Burton, Mr. Hannaford, Mr. Hawkins, Mr. Mineta, and Mr. Waxman, for their vision in being among the first to sponsor this important proposal.

The proposal that is before you in the form of the Urban Grant Act is straightforward. It is based on the belief that those universities with roots in our cities have talents, skills, and facilities which can help those cities meet some of their problems.

This bill—with a commendable minimum of restraint on the cities and the universities can pick out the problems to be attacked and the ways in which they can set about doing it—provides some Federal encouragement and financial assistance in getting that productive relationship underway.

I am not here to testify as to the details of the legislation, nor as to the specific proposals the Committee of Urban Program Universities has made to you for improvements in the original language.

I will simply say that as a member of the Board of CUPU, and as Chancellor of The California State University and Colleges, I fully endorse the bill and the proposals for technical amendments that have been put before you by other CUPU witnesses.

A number of us in California have been asked recently to explain how we can support the Urban Grant Act, given the passage of Proposition 13. It is a fair question, and not a difficult one to answer. Proposition 13, I think we can generally agree, represents an unmistakable mandate to all public institutions in our State, including State universities and colleges, to make even more efficient use of our resources.

One way in which we can most positively respond to the decision of the people of California, and at the same time support the Urban Grant Act is to see how we can mesh our activities, skills and talents so as to avoid duplication of effort in whatever we propose under the Act.

Thus, the first question that should be asked when an urban university and a local governmental agency get together to develop a program or project under this Act should be, "Can the taxpayer be given more cost-effective service if this project is undertaken?" If we do this, and I am confident that we can do it, then I believe the taxpayer can benefit measurably from the passage of this legislation.

The reasons for my optimism lie in what the member institutions of this system already have done—and what more they could do under this Act—to work with the local governments of the cities in which they are located. To speak to what we have done, and potentially what we can do, I have asked the presidents of three of our campuses, classified as "Urban Universities", to appear here today. Other presidents of the member institutions of this system have been invited to submit statements from the point of view of their particular communities, and I ask, Mr. Chairman, that you allow those statements to appear in the record, assuming they arrive on your desk in time.

The distinguished President of San Francisco State University, Dr. Paul Romberg, will begin our presentations. Dr. Romberg's remarks and testimony will be followed by those of President Horn of California State University, Long Beach and President Greenlee of California State University, Los Angeles.

And now, it is my pleasure to call Dr. Romberg.

TESTIMONY OF DR. PAUL F. ROMBERG, PRESIDENT, SAN FRANCISCO STATE UNIVERSITY

Chairman Ford and members of the subcommittee, thank you for giving me an opportunity to enter into public record my comments on this important legislation. I regard the Urban Grant University Act as being of particular significance to the future of American cities. President Carter's National Urban Policy calls for a "new partnership" involving all levels of government and the urban community in a major effort to make America's cities better places in which to live and work. I share the President's objectives and support his general thrust. But I must note that the "new partnership" of which he speaks can only be a limited one without the effective involvement of Higher Education. And it is for this reason, I believe, the Urban Grant University Act provides an essential building block to a national urban policy. Just as the Morill Land Grant Act of 1862 encouraged research and development which enhanced the economic and social well-being of the nation's rural agricultural areas and technical economy, the Urban Grant University Act can play the same pivotal role for the social and economic well-being of our cities.

Achieving this goal certainly is not going to be an easy task, I can assure you. Whereas, the Morill Act could prescribe learning as it is related to agriculture and the mechanical arts; the curricular prescriptions for an urban society are far more complex; the same complexity holds for research and community development. In addition, land grant universities were developed to serve the young adult. An urban university such as San Francisco State serves a broader range of individuals. Its student body reflects the ethnic diversity, varied interests and aspirations of an urban population.

And always in the background we are faced with the decline and decay of the central city, the overwhelming burden of poverty and the responsibility to offer hope and encouragement to the aspirations of students who live in our cities. I think one other point is worth noting. At the time of the Morill Act's inception and the decades which followed, America's universities were still in an emergent stage. Today these universities are well established, with their own sets of aspirations, frustrations and problems. Though many of this nation's largest and most prestigious universities are situated in urban areas, it cannot truthfully be said they are "of the city" nor for the city. To a large degree they stand in isolation, with their own tempos—which incidentally, are set to an agricultural clock, not an urban one. They have their own social structure and populations.

Other than the fact that their curriculum may include an institutional center for urban studies, or something related to the urban environment, these institutions seem to have largely looked to themselves and not the cities.

Please do not misinterpret these remarks as direct criticism. The point I wish to make is directed to the academic world of which I am a part. A true urban university as I see it has to encompass all the bright and wonderful traditions of the academy, but it must also enlarge and go beyond them.

Three years ago, this institution formulated its Long Range Master Plan. In it we noted as major goals "to permeate the intellectual and cultural life of the San Francisco Bay Region, by committing the resources and talent of the University to the benefit of the surrounding community."

Previous and current efforts continue to move us in this direction. Our poetry center, for example, does more than read old and modern poetry. The center has a pilot program for the terminally ill in Mount Zion Hospital which has been very effective. In the past year, our small business center has been assisting urban entrepreneurs to improve their chances for success. Our cooperative education program has placed students throughout the city in government agencies and private businesses.

We propose for the future that a share of the university's curriculum and academic activities be identified as "community programs." As part of this objective, the university would develop a network of "learning resource centers." New ways of organizing the curriculum will be needed, some of which will make segments of the university more transdisciplinary than disciplinary. We shall also have to consider new types of academic calendars and schedules better suited to an urban world.

Clearly if time permitted I could continue to expand these examples to show how deeply involved we are in our urban community.

I do not want to imply that San Francisco State represents at present the type of urban university to which I am alluding. Some programs function in the same isolation that I mentioned regarding other prestigious universities. Nevertheless, we have recognized the need to wrestle with the definition of an urban university and the need to take action to become one. I know other institutions in this system and elsewhere are doing the very same thing.

It is for this reason that the Urban Grant University Act comes at a critical time for all of us. It can provide the necessary stimulus to foster a national urban policy now and in the future.

And the act becomes even more important in light of resent passage of Proposition 13 in this state and the national publicity being given to a tax revolt. I do not believe the American public stands against public investments, education particularly, nor are they interested in limited aspirations or thinking small. They do frown upon waste and are impatient with humbug. They live not only in the present but think about the future. I am sure I need not remind this committee of the immediate problems that faced the Congress of 1862, when the Morill Land Grant Act was enacted. Despite the turmoil of the Civil War Congress could look beyond the immediate problems into a future time.

Proposition 13, in my opinion, implies that public educational institutions should reexamine their service responsibilities. Over time, more and more of their resources and efforts will have to fill the many vacuums created as a result of Prosposition 13. For example, universities might organize a coordinated assault on urban health problems. This might include programs dealing with treatment and rehabilitation in the areas of alcoholism and drug abuse, and the expansion of the poetry center's work with the terminally ill. Cooperative efforts in dealing with community mental health might also be a part of such a program. We might also mobilize students and faculty through appropriate incentives to engage in research on health issues.

Our older population faces a continuing dilemma relative to health care decisions. We can conceive of an effort to unite the community, community colleges, public schools and higher education in designing programs at this and related areas of health consumerism.

Someone once noted that cities are the greatest achievement of mankind, indeed the flowering of civilization. They are the centers of knowledge, arts and the economy. Cities' continued development and well-being are essential. Therefore, I urge passage of the Urban Grant University Act as part of our investment in this nation's future.

EXCERPT FROM "ACTION TODAY, AGENDA FOR TOMORROW," FINAL REPORT, PRESIDENTIAL COMMISSION ON LONG RANGE PLANNING, SAN FRANCISCO STATE UNIVERSITY, JANUARY, 1976

CHAPTER VIII

UNIVERSITY-COMMUNITY AFFAIRS

Interactions between community and university in the United States have usually reflected both medieval "town-gown" traditions and the heritage of the Morrill Land Grant Act of 1862. Because of these sometimes conflicting traditions, the University's relations with the surrounding community are, on the one hand, conditioned by town-gown separation and, on the other, influenced by the pragmatism of public service and applied research of the land grant heritage.

For a modern urban university such as San Francisco State, the problem is to synthesize the two into some realistic working relationship. Efforts by the University to do this, in the Commission's opinion, have up to now been mostly unsuccessful and ill-defined. Of course, a historical fact of life must be remembered. It was the University which "moved away" from the central city. It is not surprising to hear residents of San Francisco refer to the University as being "way out there" and University officials talk about a "second campus" downtown. This separation has not helped bridge the gap between the two traditions.

The University's interaction within the urban community is further influenced and will continue to be even more so by the cultural and ethnic diversity of Bay Region counties. Rather than serving a single, fairly homogeneous community such as one might find at the other universities, San Francisco State serves many: the downtown commercial area, the ethnic neighborhoods, the various civic groups. Not only must San Francisco State University interact with those diverse groups, its interests extend east across the Bay and north into Marin and south along the Peninsula. Each area has its own special flavor and particular needs. Hence, within San Francisco State's primary area, there are many intellectual and cultural interests to be served.

Sometimes, in our haste to consider these interests, we tend to forget that many of the faculty live outside the immediate community of the University and that a number of professors are active members of another community – Berkeley, for example – and are therefore culturally detached from San Francisco proper. Aside from individual professor's cultural and social community affiliations, many faculty members believe that not enough is being done by the University to provide consultative services to the officials and citizens of the Bay region nor does the University participate sufficiently in community affairs in general.

ACTION ITEM 19: San Francisco State University should create a new level of involvement within the surrounding community's intellectual and cultural fabric.

The University's influence ought also to be felt beyond its immediate campus environment. Through its programs, its diverse faculty, and its student interests, the University should work **to permeate the intellectual and cultural life of the San Francisco area.**

Dimensions of Change

To address this objective, the Commission has developed three dimensions for change in University-community affairs, involving (1) information service, (2) programs available to community, and (3) community access to campus facilities, respectively. By moving simultaneously forward on each of them, San Francisco State University should experience increased interaction with the community.

A New University-Community Information Service

ACTION ITEM 20: A new University-Community Information Service Center, capable of keeping the entire area well informed about University affairs and resources, should be established.

The proposed Information Service Center is designed to maintain and to update a file and an on-going schedule of all University programs, community projects, and public events. **The Center would be located on campus and would provide to the public at large accurate information about campus activities, identify the personnel involved, and indicate the persons to contact for further information.** To launch this scheme, a full-time person will be needed to direct the information service and related activities, such as the Speakers Bureau, already in operation. A complete survey of current community projects, on-going events, etc., will also be necessary.

To develop the Information Center over the long range, the University should take advantage of recent developments in information technology. Even though one of the major functions of universities is the acquisition, evaluation, and dissemination of information, such activities are rather narrowly defined as to types of information, modes of dissemination, and client-audiences served. Frequently touted as being on the cutting edge of social and intellectual activity, universities nonetheless adhere to traditional modes of conducting their own information affairs. This University has barely begun to explore the potential of information technologies that are now available, not to mention future technology presently on the drawing boards. For example, the basic technology for "electronic newspapers" tailored to the needs of individuals is already available, and video-tape player-recorders have long been in the market.

To further test and develop the idea of the Information Center, it is proposed that **on a trial basis a small but statistically random sample of persons drawn from San Francisco State's primary service area be offered a service whereby they may dial a special University number during specified hours. There is evidence that many** residents of the Bay Area have little or no contact with what ought to be **their** university. It is also reasonable to assume that those same San Franciscans have a variety of information needs. Some of these, the University can serve to the mutual benefit of the campus and the community. **We see this effort as an urban application of the agricultural extension concept of land grant institutions.**

The Center in its trial period would be staffed by students recruited from all Schools and disciplines willing to serve as information resources. Student teams would also require faculty and resources support to maintain call records, including information on callers for subsequent analysis. Some compensation for their participation is necessary; for certain activities involving systematic teaching and learning, participants would be compensated by units of credit. Funding for the experiment should be sought either in the University budget or from non-state support grants.

The University should explore the extent to which corporations active in the information field and located within the Bay Area would be willing to underwrite this experiment. Such a University-Community Information Center could emerge as a national prototype for urban universities.

Community Programs

ACTION ITEM 21: A share of San Francisco State University's curriculum and academic activities should be identified as "community programs." The University should also begin to develop neighborhood learning centers as part of an "urban experimental extension service" within the city of San Francisco.

The University could and should achieve a breakthrough in the development of community programs. The University's efforts in community programs have been largely limited to classes offered through the University Extension Program and to a relatively small number of public events and public programs – especially concerts, dramatic productions, film showings, poetry readings, and special lectures. Faculty and student community involvement is, however, fragmented rather than institutional. Hence, University-community affairs are only incidental to most of the academic programs on campus. A change in this situation is long overdue.

The implementation of this proposal will require changing attitudes, new approaches to learning, and better understanding and insight on the part of the University's faculty toward San Francisco's urban culture. If the faculty accept the idea of community programs as part of the University curriculum, a reciprocity between community and institution can evolve that goes far beyond the traditional campus classroom. A wide spectrum of activities can be developed which will reach out to the community and, in turn, allow the community to gain better access to the University.

This approach to community programs must lead to a reinterpretation of the role of Continuing Education and Extension. This role has essentially been an entrepreneurial one, reacting to perceived community demands while meeting the statutory need to be self-supporting. The future emphasis on life-long learning, however, will challenge the current policy which separates continuing education from regular academic programs. In many ways, the non-degree student and adult learner constitute the vanguard of this challenge. It is for this reason that the Commission sees in the future a University community program in which continuing education becomes community education functioning concurrently with, and ultimately absorbed by, regular academic programs. When this happens, the land-grant heritage will have been applied to an urban setting and a new dimension of change will have been added to the University.

But a new role for Continuing Education cannot emerge without some resources to support it. From a long-range perspective, the best situation would be a Community Education Program supported directly from new state funds. However, for the immediate future, the University will have to begin to identify within its own resources the means by which the community program can be started.

In a way, the "urban experimental extension service" is already represented by the many work-field experience programs supported by regular academic programs. Neighborhood Learning Centers working through an all-university community program could provide the mechanism which would bring together and better coordinate these University activities.

Neighborhood Learning Centers would engage in other types of activities: short courses in various subjects of urban concern; skill courses in writing and computation, etc. The Centers would also provide consulting service to help solve local problems which relate to regular academic programs. In this regard, "public service" by the University at present remains undefined and at most *ad hoc*. The Learning Centers working through the Community Program concept as a whole could do much to correct this situation.

Suitable sites in "store-front" locations would be selected in various parts of the service area. In its earliest stages these sites should be located in San Francisco proper. Regular full-time faculty would staff these centers as a part of their normal teaching loads.

Community Access

ACTION ITEM 22: The San Francisco community should be provided with improved access to campus facilities and University events.

The Commission recognizes that the University's facilities are an important community resource. Numerous community agencies and organizations seek to use the campus facilities for a variety of programs and events. While the first priority in assignment of the University's facilities is given to our instructional program, these facilities are also of great potential utility to the community for special events, conferences, and other types of programs. Much of the campus sits vacant after dark and on weekends. The same holds for intersessions and for part of the summer. The University should develop a community access program which takes advantage of this space. Much of the "access program" will require the University to increase its efforts in the community events category.

The performing arts have been the most visible community events. Theatre programs, music recitals, film, dance, concerts, and master class programs have earned for the University an enviable reputation. Those directly responsible for staging such events should be pleased with the reputation these events have earned.

The Poetry Center, too, has a national reputation. It has directed a great deal of energy toward expanding its service to the off-campus community. The newly established Resource Center is vigorously developing materials for use by the community; and programs of poetry reading and teaching in the community are well coordinated with campus activities. Other parts of the University should consider similar programs to operate within the proposed neighborhood learning centers.

By and large, in the area of sports, urban universities have devoted their energies and resources to creating "major" athletic teams to gain community and national recognition. The Commission rejects this approach to University-community affairs and proposes that San Francisco State not seek to enhance its reputation through such means. Instead we propose for the future that the University open facilities to the public for free workshops in matters such as dance, gymnastics, yoga, and physical fitness. Particular attention should be paid to the senior citizens. Community access to the University would be improved if sport events were free of charge to the public. Another series of community events could involve pre-teen-age children.

These events would be coordinated with regular academic programs. For example: Students enrolled in various pre-teaching programs need responsible, supervised experience working with children. Saturday would be the ideal time for interdisciplinary experiences with community children. Art, music, dance, and swimming classes could be offered to children. Students enrolled in these majors could plan and organize integrated programs. Faculty members would supervise as part of their regular academic load. This would provide not only needed enhancement to the preparation of the students, but also benefit the various community groups whose children do not have many such opportunities to learn.

I would like to briefly describe some of our efforts to underscore the extent and diversity of our community involvement.

The Oakland Parent-Child Center is a community service project that provides for direct participation of parents and their children in the area of nutritional, psychological, recreational, and educational supportive services.

Nursing.—The University's Nursing faculty maintains an on-going relationship with health service agencies in training of our nursing students and in working with these organizations to improve community health care.

Counseling.—The Counseling faculty provides consultant services to community health agencies, school districts, and family service agencies.

Home economics.—Faculty and students from Home Economics work in numerous community agencies such as the American Red Cross, training centers for the visually handicapped, agencies for service to the disadvantaged and numerous others. They assist people with personal and family problems such as nutrition, clothing, and consumer education.

Physical education.—For the past eight years our Physical Education Department has offered the Youth Fitness Program. The program puts disadvantaged youngsters age 8 through 16 through an intensive five-week course which includes daily participation in sports as well as weekly sessions on personal health, drug usage, and the like.

Science.—Our School of Science has begun in recent years to increase its services to and activities in the community. Through our Tiburon Center for Environmental Studies, we plan among other things to exchange such critical urban problems as pollution, waste management, and water quality control.

Some of our Science faculty are working on earthquake prediction and community preparation for such a cataclysm.

The latest community program in the School of Science is our new Energy Information Center. We will serve as a resource to community organizations, government agencies, and individuals who require energy information. In this connection we have also sponsored an extensive community program in the community this summer consisting of free public lectures and seminars for the public on vital energy issues.

Social work education.—Social Work Education by its very nature is a logical department to establish community relationships. Our students in this program complete almost 50% of their academic requirements in the field working with and in community agencies. A particularly significant new program established by this department is an annual conference to provide a communication network for social agencies. This conference was organized and held for the first time this year on the San Francisco State University campus. Its significance lies in the fact that it was the first time that related community agencies had lines of communication opened between them. The result is now new cooperation in the community among these agencies and more efficient and effective delivery of services to their clients in the community.

Creative arts.—Our School of Creative Arts has long nurtured relations with the community in both traditional and non-traditional ways. One of our contributions has been through our joint participation with the San Francisco Unified School District Summer Music Workshop. In this program, which involves the San Francisco Symphony, our students have made it possible for more urban children to study music during the summer months. These programs involve students from all of our city's communities. Our broadcasting Department each semester through the academic program involves students in projects with institutions such as hospitals, nursing homes, and the jails.

Anthropology.—The Department of Anthropology has recently expanded its connections to the San Francisco community through its Urban Anthropology Project. Through this project, students commit themselves to six units of work which prepare them to deal with contemporary urban problems. The Anthropology faculty advises and supervises them and their work with the sub-culture of San Francisco in some research-oriented activities. A number of papers that have come out of this experience have been submitted and read before the Southwestern Anthropological Association meeting of this year.

Economics.—The department presently has a recognized Pre-Center for Economic Education. This is a part of the California State University and Colleges systemwide effort at upgrading economic literacy of the general public. In line with this effort the Center has launched a number of workshops including some grant-supported activities in the summer.

Geography.—The Department of Geography and Human Environmental Studies has supported internship activities for students majoring in their department. Such internship placements have been in the surrounding urban and suburban community and include relationships with federal, state, and local agencies.

Political science.—The Action Research and Resource Center (ARRC). Jointly sponsored with the Urban Studies Program, this Center was initiated with a mini-grant in November of 1976. The objectives are to bring together faculty expertise and student need for applied research experience towards providing specific information for government and community organization sponsored research.

Psychology.—The Department of Psychology has developed new areas of cooperation between the University and the community in both the conducting of research and in delivery of professional mental health and educational services to the people of the city. These contacts are ongoing and rapidly increasing. The Center for Homosexual Education, Evaluation and Research (CHEER) was established and has received a number of grants from NIMH to investigate such items as civil liberties of homosexual men and women, adaptation of aging homosexual men and women, and sexual assault. The Clinical School Psychology Training Program has made a major effort in the recruitment of students from the inner city with the goal of training them to return as professionals to the inner city. Supported in part by one of the few NIMH clinical training grants awarded to master's programs, this effort has clearly created a closer relationship between agency professionals and the University training mission. A second thrust has involved extensive cooperation with San Francisco schools.

Social work education.—Traditionally, Social Work students, graduate and undergraduate, are required to complete approximately half of their educational requirements for both the graduate and the undergraduate degrees in Social Work through experiential learning in the field. These students are placed in over one hundred different community agencies in the surrounding community. In addition, faculty have received grants to 1) further our outreach to merging communities, and 2) to study a model of community involvement in higher education. In all of the efforts of the Social Work Department, be they in the internship experiences of students, the interaction of the community and the academe in classroom situations or in research and development by academics and graduate students in the community, the Department of Social Work is clearly involved in a major way.

Sociology.—The Department of Sociology has been active in the sponsorship of REBOUND. This program is designed to provide supportive services for ex-felons who wish to continue their education towards bachelor's degrees. Direct links with our correctional institutions and the Department of Sociology are maintained and arrangements for enrollment are coordinated with our Admissions Department.

Urban studies.—The Urban Internship Program which has been developed within the Urban Studies Program and the Political Science Department is one of the most important links between the campus and the community. Each semester the program places between 25–30 students in a wide range of public and private organizations in the Bay Area. All of the participants—students, faculty, and agencies—have found this program to be extremely valuable.

La Raza Studies Saturday School.—The La Raza Studies Department is currently engaged in a program of activity with the Mission Neighborhood Center which provides students with direct experience in working with an alternative school located in the Latino/Chicano Mission District Community. The Mission Neighborhood Center, better known as the Saturday School, in turn receives the benefits of the internship manpower provided by students enrolled in the Practicum in Bilingual Education class in La Raza Studies.

The bilingual cross cultural teacher training program.—Ethnic Studies is part of the Bilingual Cross Cultural Teacher Training Program wherein students are placed in various local educational agencies to acquire internship experiences in Bilingual Education. The La Raza Studies Saturday School is one of the accredited placement sites for bilingual education students. Other students in Philippino, Spanish, and Cantonese are placed in other schools in the San Francisco Unified School District.

The San Francisco pre-trial diversion program.—The San Francisco Pre-Trial Diversion Program is a special rehabilitation program for those who commit minor legal offenses. The School of Ethnic Studies has been one of the local agencies selected for participation in this program. We place and supervise offenders in our offices thus providing them with viable alternatives to legal penalties.

Center for Reading Improvements.—In seven years of operation the Center has trained over 2,000 San Francisco State University students as remedial reading tutors, and tutored over 4,000 children, adolescents and adults in public and private schools, at the tutee's home, as well as at special agencies.

California poetry in the schools.—Between 80 to 150 poets every year are placed in the schools to do short term writing workshops and field long-term residencies in the classroom as well. In 1977-78, there were 130 workshops in 105 schools. Approximately 10,000 children and 300 teachers, distributed in 23 counties throughout California, were reached. Emphasis is on basic skills.

Cooperative laboratory technician training and internship arrangements.—This cooperative agreement has been made between the University and several hospitals in the San Francisco area in which laboratory samples from the hospitals are picked up daily and analyzed at the University by students in the Laboratory Technician Training Program, and these same students are later placed in internship positions in the same hospitals. This program frees the hospitals from the task of training laboratory technicians themselves, and it provides University students with very realistic and practical experience.

Bilingual cross-cultural specialist credential program.—This program was developed with continuous input from the community. It is designed to prepare teachers to work in bilingual classrooms, primarily in the Bay Area. A steering committee composed of cross-University faculty, school district and community representatives monitor the implementation of the program.

Mainstream program development project.—This project focused on curriculum development and preparation of materials for helping teachers work with handicapped students in their regular classrooms. The project has been located at a Colma school site in the Jefferson Elementary School District. Teachers were fully involved in the project.

Inservice city.—This is a metropolitan cooperative inservice education model for training personnel for education of the severely or profoundly handicapped. Work is carried on in four local Development Centers and in a number of others through the state.

Special education.—Faculty serve as consultants to many local agencies and schools. Some of them are members of Advisory Councils for service and education of the handicapped, such as: the Veterans' Hospital, the University of California Medical Center, the Association for the Education of the Visually Handicapped, Easter Seals, etc. Faculty serving on Advisory Boards are: June Bigge, Phil Hatlen, Patrick O'Donnell, and Jon Eisenson. The Department is carrying on an inservice training program for the Special Education teachers in the Mt. Diablo School District.

Community health education.—About 80 students majoring in Community Health Education are placed in community agencies each year for field experiences. Each student works in the community setting for 300 hours. There are about 60 students involved in the Recreation Field Work progam for 400 hours of experience.

TEXT OF REMARKS BY STEPHEN HORN, PRESIDENT, CALIFORNIA STATE UNIVERSITY, LONG BEACH

Mr. Chairman and Members of the Committee, I commend you for your leadership in working to design a program which will serve as a catalyst to bring the resources of the urban University to bear on the multiplicity of problems that are the challenge of an urban America. In providing for grants to assist these universities "in carrying out urban-oriented education, research, or service projects," the Urban Grant University Act is carefully structured to involve the perspective of those who are politically and administratively responsible for the government of the particular urban area. In addition, the Commissioner of Education may also "request the advice from any federal agency or agencies" prior to approving a request for project assistance.

This is as it should be. Neither University nor urban area and federal government—as represented by numerous programs in business, education, employment, health, housing, and transportation among others which impact on our urban area—can exist in isolation.

In the long run, however, the university should not pretend that it can be a substitute for the action agency; the university is not a welfare bureau. But a university can use the urban laboratory to relate theory and practice in an effort to improve the effectiveness of both.

The university can bring to this task the perspective of reflection and thus focus perhaps more objectively on the options for action. It can be project and problem-oriented as it explores action-oriented ideas. It can use the urban area as a focal point for both interdisciplinary and disciplinary efforts. In its education, research, and service roles, however—and whether it is developing its students, updating practitioners, analyzing policies, or performing a particular task—the urban university must realize that it will contribute best in the long run if it helps people to learn to help themselves. The urban university will contribute best if it encourages rather than controls. Flooding the cities with bright interns who "take over" a function does not help those communities in the long run if no one understands how to perform a task or to solve a problem after "the best and the brightest" decide to move on and to glow another forum.

As members of this committee know, the enactment of this legislation will not mean the dawn of the urban university. Many of our institutions have long been committed to doing for an increasingly urban America in the latter part of the Twentieth Century what the great land grant institutions did for a once more rural America in the latter part of the Nineteenth and early Twentieth Centuries.

California State University, Long Beach, is one such institution. As a regional state university (comparable in many ways to Wayne State University with which you are familiar), Long Beach, in the words of H.R. 7328, "draws a substantial portion of its undergraduate students from among residents of the urban area in which it is located." Specifically, in the Spring of 1978 while Long Beach had students from 98 foreign nations, almost 50 states, and 54 of the 58 counties of California, the bulk of its almost 32,000 students were from Los Angeles (19,800) and Orange Counties (8,800). The Standard Metropolitan Statistical Areas from which we draw are (1) Los Angeles-Long Beach (6,924,000) and (2) Anaheim-Santa Ana-Garden Grove (1,579,000). When combined, only one other SMSA exceeds us, New York-New Jersey (9,974,000).

I think an appropriate question for the Committee to consider is the eligibility of an institution to serve two SMSA's when it is on the borderline of one of them. Long Beach is within one mile of the Orange County line. When you consider the number of students who attend our university from Orange County, you can readily judge the impact we have on developing human resources in that area.

Long Beach is committed to access; in Spring there were 15,676 men and 15,660 women; over 23 percent of our students are minorities; 30 percent are married; 40 percent work more than twenty hours per week while they are attending school; most are commuters with only 868 (or less than 3 percent) living on campus. Almost one-third of our students are at the graduate level; two-fifths are part time. The median age is 23 with the median age at receipt of the baccalaureate being 26.

Behind those somewhat dry statistics, and the foreign and minority students already mentioned, are other special programs that encompass 3,500 women over the age of 30 who for the first time have had an opportunity to secure an education, 50 felons and ex-felons in Project Chance, and 150 senior citizens in a Special Retired Taxpayers program which exists at Long Beach and San Jose and which permits these students to take a full academic load for the payment of only $3.00.

As with many universities in the 1970's, Long Beach has a student population where many young people seek personal as well as cognitive growth. Programs such as Educational Participation In the Community (EPIC) meet both needs by placing 1,000 interns in various community assignments. Project SHARE has students serving as tutors in the urban schools. The Long Beach Project now in its eighth year places interns on key city commissions and as aides to elected and appointed officials in city government. Whether "representatives" or "observers," their perspective change as students relate theory and practice in an urban setting.

Each of the eight major schools (Applied Arts and Sciences, Business Administration, Education, Engineering, Fine Arts, Humanities, Natural Sciences, and

Social and Behavioral Sciences) is to some degree involved in the solution of urban problems in its particular area; some more than others. Of the 59 baccalaureate and 50 master and two-year graduate degrees which Long Beach offers, some such as those in the 27 Allied Health fields or Criminal Justice or Recreation and Leisure Studies have a particular relevance. The Bureau of Business Research and Service in the School of Business Administration has recently completed for the City of Long Beach a series of marketing studies designed to aid in the rejuvenation of the City as a tourist and convention center and to aid it in broadening its industrial base.

The Dean of Business Administration serves as Chairman of the Long Beach Economic Development Commission. Two weeks ago, thirty representatives of fifteen California cities met with the Dean of Business Administration and the Director of the University's Center for Urban Studies to begin the design of a certificate program which would meet the needs of the Economic Development Specialist now in demand in many of our urban areas. Microbiologists and engineers work on problems of waste treatment disposal. Those in the Fine Arts are deeply involved in bringing about a cultural as well as an economic renaissance. An on-campus Community Psychology Clinic operates two off-campus satellites (one in the black community and one in the Mexican-American community) to aid particular populations. Faculty in Comparative Literature have worked with senior citizen groups to develop folk life centers in old fire houses. The University Foundation has operated an extensive off-campus senior citizen nutrition program which includes educational and cultural components. The City of Long Beach has jointly funded an on-campus Recycling Center. Until recently, the City had long funded an off-campus Speech and Hearing Clinic operated by the Department of Communicative Disorders. As a result of Proposition 13's impact on the City and the consequent loss of property tax revenue, last week the City announced that it could no longer fund this Clinic.

Particularly interesting is the work of the Graduate Center for Public Policy and Administration which is now in its sixth year. In this short period the Center, which grants the Master of Public Administration degree, has grown to the largest of its type in a public university in the United States. On behalf of the University's commitment to meeting the needs of its urban community, this Center has developed an urban-oriented educational, training, research, and service program. The educational program—the graduate public service degree program—presently serves some 1700 students. About 1400 of the students are already employed, mostly in local government. The degree program provides to these students opportunities for professional and skills development resulting in greater efficiencies and economies in the governmental units in which they are employed. The faculty organized to teach this urban practitioner student body includes some 22 city managers and some 20 senior level, local government department heads. A full time faculty of ten also includes three former city managers and other former urban executives.

The Center has also served as a catalyst for professional societies involved in upgrading urban services. In cooperation with the Los Angeles Chapter of the American Society for Public Administration and the Orange County Chapter of that society as well as the Municipal Management Assistants of Southern California, the Center has presented some nine workshops for approximately 1900 practitioners in attendance. These workshops are focused on the theme "Survival of Local Governments in an Unstable Economy." The planning and development of the individual programs has been performed within the local government community. The university has also created a Bureau of Governmental Research and Services, housed within the Center, which offers training programs, research, and other services to local government. To date some twenty institutes have been offered to approximately 750 registrants on such topics as "Management by Objectives," "Revenue Raising Strategies," "Collective Bargaining," "Youth Employment Programs," and "Budget Management and Controls." *Critique*, a Journal on Southern California Government, is jointly published by the Center and the Los Angeles Chapter of the American Society for Public Administration. Research projects have also been developed and conducted, ranging in scope from transportation planning to drug abuse abatement studies. A Community Advisory Board composed of some 22 urban administrators provides continuing input to the Center and a separate Research and Training

Advisory Committee, composed of 18 urban administrators, provides specialized input regarding appropriate and desirable urban training, services, and research activities for the Bureau.

Mr. Chairman, these are but a few of the programs that institutions such as Long Beach now are offering in their attempt to serve a more urbanized America. The legislation you can enact will encourage a more concentrated and consolidated effort in the search for solutions to urban problems (Urban Experiment Stations can be the late Twentieth Century descendant of the Agricultural Experiment Station). In undertaking this effort, I hope that the committee will be inclusionary rather than exclusionary. With regard to the latter, very careful—and I hope favorable—consideration should be given to lowering the threshold criterion of an "urban area" from "a standard metropolitan statistical area having a population of not less than five hundred thousand persons."

As Chairman of the Committee on Federal Relations of the 326 institutions of the American Association of State Colleges and Universities, I have had an opportunity to review this matter in depth with a number of my colleagues. AASCU institutions educate one-third of the students who attend colleges and universities offering at least baccalaureate level work. We are concerned that the present SMSA population minimum of 500,000 will deny an opportunity for participation in this much needed urban grant program by a number of institutions in several states which have "urban" problems by every definition of that word except the large population now specified. Some examples include Montgomery (245,600 estimated population in 1975), Alabama; Wichita (383,300), Kansas; Erie (269,000), Pennsylvania; Chattanooga (390,800), Tennessee; Newport News (360,700), Virginia; and Duluth-Superior (257,100), Wisconsin, among others.

Under the criterion presently in the bill, 35 states would have at least one SMSA which would qualify. By reducing the SMSA criterion to a population of 200,000, six more states (Arkansas, Iowa, Mississippi, Nevada, New Mexico, and West Virginia) would qualify. Nine states (Alaska, Idaho, Maine, Montana, New Hampshire, North Dakota, South Dakota, Vermont, and Wyoming) would not be eligible. Under the 500,000 population criterion, in terms of AASCU institutions, there would be potentially eligible colleges and universities in 51 SMSA's. If the criterion were reduced to a level of 200,000 population, then institutions in an additional 37 SMSA's would be eligible.

In conclusion, Mr. Chairman, let me stress that this legislation does more than simply provide an opportunity to improve on the existing education, research, and service activities of many already functioning "urban" universities and offer a potential for others to follow suit. In a time of continued public concern about "government" by the "governed," *public* higher education has been and continues to be particularly vulnerable. In a time of books and media programs appearing on "Who Needs College?," the Urban Grant University Act holds great potential for restoring the relevance of the university in the public mind. There is a growing realization that we are more and more meeting the needs of non-traditional students. The university would perhaps also be broadly perceived as useful in bringing about tangible improvements in the quality of urban community life.

A further benefit of the legislation before you would be the continued decentralization of attempts at urban problem resolution: Universities would be encouraged to work within the context of the local urban situation to design treatments which are tailored to the specific dimensions of individual situations.

Besides this encouragement, focus, and recognition, funding is—of course—essential. No one needs to detail to this subcommittee the financial realities of American higher education or to a Member of Congress the financial plight of much of urban America. Both cities and universities are becoming increasingly incapable of supporting the type of urban effort that is needed if we are truly to build a better America.

California's greatest Governor, Hiram W. Johnson, whose rise to political prominence began here in San Francisco, suggested in 1912 that we "forget for a moment how to make men richer, and think how to make men better." The effective implementation of the Urban Grant University Act will hopefully enable all people who live in our urban areas to lead better, fuller, and richer lives.

Mr. Chairman, I would like to include in the record the copy of an article entitled "Opportunities for the Public Urban University," which I wrote for the September 1977 issue of the Phi Delta Kappan.

Opportunities for the Public Urban University

(Stephen Horn)

Mr. Horn offers exciting suggestions for this segment of higher education. Not only can public urban universities serve many minorities often shortchanged, but they should attempt to combine European "recurrent education" with a "G.I. Bill for the unemployed," export more higher education to Third World countries, and emphasize new areas of knowledge in which most adults are now abysmally ignorant.

Stephen Horn is president, California State University, Long Beach. He is active in the American Association of State Colleges and Universities.

In a decade of rising costs and enrollment instability throughout American higher education, the urban—largely commuter—regional state university is in a better position to meet these challenges than most other types of colleges and universities. Because their faculties are engaged in a combination of scholar-teacher, scholar-researcher, and community service roles, these institutions have a unique opportunity to meet the needs of their regions and clienteles.

As new educational and professional opportunities are being offered for minorities and women, higher education still provides access to a better America. There is a need to increase the college participation and completion rates for those in native American, Asian-American, black, and Spanish-heritage groups as they graduate from secondary school. There is an equal need to reach out and attract the older members of these populations who were raised in an era that did not fully recognize—and, indeed, often denied—their quest for higher education. At Long Beach and other comparable institutions, programs for minority and other disadvantaged students—the felon and ex-felon, mature women, the physically handicapped, and the military veteran—have sought to provide some of these educational opportunities.

Perhaps more unique is the special pilot program for senior citizens where a full semester of studies can be pursued on a space-available basis for three dollars. This is particularly valuable in an era of earlier and earlier retirement and lengthening longevity. It has meant revitalization for many participants. As one woman told me recently: "Until this program was offered, I was sitting at home, alone, with no one to talk to, losing my voice." Perhaps such a program will mean fewer of the tragedies one can find in almost any nursing home housing the too-often-forgotten citizens who paid the taxes and helped to build our society in an earlier time. Already this program has added a dimension to class discussion that only experience can provide. The "seniors" have been fully accepted and appreciated.

There are many adult Americans—minority and nonminority alike—who, having worked in an industrial, service, and volunteer capacity, could make an even greater contribution in the years ahead if given an opportunity for upgrading in competence and perspective. The executive secretary (frequently a woman) who knows more about the business than her boss should have an opportunity to gain the additional analytic skills needed to secure recognition as a business executive.

Conversely, we have other highly educated individuals—often at the master's or even doctorate level—who are out of work because their specialized skills no longer have market value. The most dramatic cases have been in the aerospace industry, but there is a growing trend elsewhere (especially in higher education!), as the processes of social and technological change are accelerated and the availability of suitable educational opportunity is restricted.

We have long been familiar with the concept of early obsolescence of machinery; we must now learn to recognize and prevent the early obsolescence of people. In this respect America should profit from the German and French experience with recurrent education.

Beginning in 1964, the German government permitted its citizens to secure up to two years of full-time education at government expense. The program was fully implemented by 1969. On the average, German workers receive about two-thirds of their last wage while in a learning situation. Emphasis is placed on counseling and relating one's basic and potential competencies to society's projected needs. This program has the strong support of German business, labor, and government. The French followed suit in the early 1970s; other European nations have shown increasing interest.

The so-called G.I. Bill, originally an economic readjustment measure, led to a revolution in opportunity for higher education. Many in the post-World War II generation were given access never before available to their socioeconomic class. Added to this wave were the veterans of Korea and Vietnam. But now Congress—concerned with abuses of the program (especially in proprietary schools) and perhaps trying to forget the nation's foray into Southeast Asia—has greatly restricted the availability of benefits and services to those who serve. It is probably the educated G.I. who more than any other has been responsible for building America's 1½ trillion dollar economy. Not a bad investment for a program of "economic readjustment." There have been suggestions for a "G.I. Bill for the Unemployed" that would combine aspects of the European and American programs I have described. Such a program ought to be high on the national agenda. It deserves support, especially from those in American education and labor. Nothing would be more hazardous to the stability of this country than a significant number of highly skilled individuals who cannot secure jobs to support themselves and their families.

With its depth and diversity of programs and its balance between the applied arts, the professions, and the liberal arts, the large public institution not only has the opportunity to do more to reach clientele in its own region, it also is in an unparalleled position to help educate a new generation of leadership from abroad. Long Beach State has 28% of the foreign students in the 19-campus California State University and Colleges system. They come from 93 countries. After graduation, most of them return home.

America's greatest export ought to be higher education. In the next decade, nations that we have taken for granted partly because Western-trained intellectuals have predominated in their largely elite universities will face a crisis of "rising educational expectations," as more and more of their citizens demand some form of higher education. The Soviet Union and various eastern European satellites recognize this opportunity and have provided a range of state-funded scholarships to attract the potential leader and professional. The U.S. should long since have established such a program.

The urban-commuter university, with an emphasis on applied programs and applied research in allied health and industrial technology, as well as the more traditional professional disciplines such as business, engineering, and public administration, has a singular opportunity to aid those from the Third World who must first build an industrial infrastructure and improve agricultural-consumer distribution if they are to fulfill their people's needs.

While preservice opportunities are declining in some fields such as the education of elementary and secondary teachers, inservice opportunities are now greater than ever. This is especially true as urban American undergoes the throes of public school desegregation, a constitutionally required process that must be made to work. It has worked where there has been the proper education of administrators, teachers, counselors, and support staff. But most colleges and universities have had very little to offer in the reeducation of the public school establishment to cope with the challenges posed by the child who lives in a bilingual setting or attends school in a multiracial, multiethnic environment.

Other opportunities exist in public administration as those who have spent a lifetime in government suddenly must cope with the pressures of collective bargaining, regional planning, and even zero-based budgeting. In our fragmented criminal justice system—and particularly in corrections, where the route to responsibility was to begin as a prison guard—new opportunities abound. The urban university can offer that chance.

My emphasis thus far has been on providing economically related skills to a broadened clientele to aid them in professional fulfillment and to enhance the state of a domestic or foreign economy. But there is an even greater need that the urban university can fill. That is to provide a general or liberal education that combines the best of a classical tradition with the need of a postindustrial society. The urban university can draw on a variety of communities (business, cultural, educational, governmental, scientific, and volunteer, among others) for a field experience that will combine theory with practice to the enhancement of both and provide opportunities for the apprentice-learner to work with successful professionals in a particular field in order to fulfill John Dewey's maxim of "learning by doing."

There is a great thirst among many people who were narrowly educated for an opportunity to study the fine arts, humanities, and social sciences. The ability to think critically, to write succinctly, and to speak fluently are skills needed by the professional and nonprofessional alike, because to be effective all are compelled to communicate with wider and wider audiences.

The type of general education needed is one that emphasizes both process and substance. The process might well entail writing, oratorical, and computational skills provided in a variety of self-paced, small colloquia or lecture-discussion modes. The substance should certainly include putting into some order the existing hodge-podge we call general education (it is too often "general education by registrar") through a chronological, problem-solving, or thematic grouping of our offerings. There is also an opportunity to relate some aspects of the liberal arts to particular professional disciplines, e.g., "History of Medicine" to those in the health-related professions or "History of Journalism" to those in communications. But more is needed than simply "the classic" and specialized courses that relate the humanities and social sciences to particular profession.

There is also a need to cover certain substantive areas that will improve the capacity of a university's product for effective citizenship in the latter quarter of the twentieth century. Among these areas are the role of law and due process in our society; a knowledge of the consumer and the American economic system; a comprehension of the interaction between science, values, and technology; even an understanding of parenthood and the adolescent child. These are areas of knowledge about which most graduates and adults are abysmally ignorant. Yet they affect most adults; as participating citizens, college graduates must be familiar with them. The urban university has the diversity of personnel necessary to provide a mass experience in these various fields. We need to offer such programs not only in the traditional modes but also in a "weekend college" format, so that those who are working full time and have never had the opportunity to secure a university education may now do so.

Some of the goals I have outlined are obviously desirable. But there are psychological difficulties in achieving them. Many of the large public, urban universities have evolved from a teachers college—comprehensive state college status. They have evolved as a commuter or "streetcar" institution while the seemingly more prestigious land-grant institution with its residential flavor was well located in the countryside. Now the challenge is for the urban university to do for an urban America what the land-grant institution did so successfully for a more rural America.

Yet the greatest barrier to meeting the needs of an urban American is often among many on our faculty, whose image of "prestige" is that of a residential, graduate institution where they can offer two courses a semester and produce doctorates in esoteric fields. As the products of the prestigious private and public research-oriented institutions, few of our faculty have an understanding of how to utilize the community as a learning laboratory. The urban university must overcome this instructional gap by establishing a career development institute to reeducate a print-oriented, footnote-fettered faculty to utilize the "living laboratory" in the metropolitan area around it. This goal is both challenging and frightening in its immensity, but its attainment is essential.

TESTIMONY OF JOHN A. GREENLEE, PRESIDENT, CALIFORNIA STATE UNIVERSITY, LOS ANGELES

The Chairman, Members of the Sub-Committee, California State University, Los Angeles strongly supports H.R. 7328, The Urban Grant University bill supported by Chairman Ford and many members of the California delegation.

California State University, Los Angeles is located amidst one of the nation's largest concentrations of minority populations. With a quarterly enrollment averaging twenty-four thousand individuals, 17.4 percent are of Asian origin, 15.9 percent Black, 19.4 percent Hispanic, and 46.5 percent Caucasian. In our service area, the Hispanic population comprises 19.9 percent, Blacks 13.8 percent, Asian 3.1 percent and Native Americans 0.6 percent. The *Los Angeles Times*, on February 27, 1978, estimated that by 1980, the Hispanic group will make up 28.8 percent of county population and 27.5 percent of the city population; Blacks will make up 21.5 percent by 1980.

California State University, Los Angeles is typical in many respects of the largest public universities located in urban centers serving primarily urban students. All our students are commuters, eighty percent are employed, fifty-one percent are female, forty-three percent are married of whom a third support dependent children. In 1978, we granted 4,100 baccalaureate and 1,100 graduate degress. Degrees have been granted over the past thirty years; our alumni total 77,000 of whom 95 percent live within the Los Angeles urban area. In response to the needs of these students and the communities from which they come, the campus has developed urban out-reach programs designed to admit and retain ethnic minorities by such non-traditional programs as Educational Opportunity Program, Educational Participation in Communities, Student Parole Program, Higher Education Incentive Program and Model Cities. The University has enlisted the voluntary participation of over five hundred community persons as members of advisory committees and boards whose in-put is influencing the restructuring and development of educational programs and services.

As further demonstration that California State University, Los Angeles is operating a comprehensive, multidisciplinary plan for education, research and service programs, five well-established interdisciplinary projects are cited:

1. The Associated Clinics bringing clinical services for autistic and other exceptional children, speech clinic, psychological services, and social services to the communities served by the University on sites in the area as well as in a campus center. This is fully funded by the University.

2. The National Dissemination and Assessment Center for Bi-lingual and Multicultural Materials, funded by the University and the Department of Health, Education and Welfare.

3. The Small Business Institute, taking students on site in minority businesses for management and accounting services, funded by a grant from the Small Business Administration.

4. The Institute for Governmental Management, carrying out service and research projects in cooperation with the fifty-nine cities in our service area, funded by the University and the cities.

5. The Center for Business and Society, funded by the University and the greater Los Angeles Chamber of Commerce, developing video-taped instructional materials in the area of business ethics.

California State University, Los Angeles regards H.R. 7328 as essential if higher education is to deal effectively with urgent urban problems through cooperative efforts of the scientific, humanistic and technical resources of the Universities and the municipalities "where the action is".

TESTIMONY OF DR. SAMUEL E. KELLY, UNIVERSITY OF WASHINGTON, REPRESENTING DR. JOHN R. HOGNESS, PRESIDENT, UNIVERSITY OF WASHINGTON

Mr. Chairman, Members of the Subcommittee, I am Samuel E. Kelly, Special Assistant to the President of the University of Washington, Dr. John R. Hogness, and Professor of Higher Education in the College of Education. President Hogness, who is in the East and unable to be at the hearings today, asked me specifically to extend his deepest appreciation for the sponsorship of this Bill to Mr. Ford, on behalf of the University of Washington and other urban institutions which form the Committee of Urban Program Universities.

It has been my pleasure over the past two years to represent the University of Washington at the various CUPU meetings held in Washington, D.C. and Chicago, and to have participated in the rapid development of the Committee of Urban Program Universities, resulting in the introduction of HR 7328, which is identical to the bill being heard today. Moreover, I had the distinct pleasure of meeting with various members of the Congressional Delegation of the State of Washington, who are extremely supportive and enthusiastic about the possibility of Urban Grant Legislation and the specific conceptual aspects of the Urban Grant Act. Indeed, I had the honor of briefing Senator Warren Magnuson, Representative Joel Pritchard, Representative Lloyd Meeds, and members of the Washington State Legislature and Seattle city government on various aspects of HR 7328.

I am acutely aware of the erudite testimony presented by the Executive Committee of CUPU and many of our sister universities, and the extent to which you have been addressed regarding the impact of the Urban Grant Bill on cities and universities across this nation. There is little I can add to the eloquent testimony of Presidents Magrath (University of Minnesota) and Miller (University of Louisville), Chancellor Baum (University of Wisconsin/Milwaukee) and my other colleagues; however, I can uniquely describe the current situation at the University of Washington, one of the nation's top twenty universities.

Mr. Chairman, appended to the brief statement I shall make is a rather detailed profile of the University of Washington, entitled "The University of Washington in Perspective." Permit me, in succinct language, to summarize some attributes of our school, before speaking with greater specificity to selected resources that would possibly be brought into the fight against urban decay as a result of the passage of the Urban Grant Act and subsequent program development.

The University of Washington, founded in 1861, is the largest single-campus public university west of the Mississippi, and the oldest corporation in the State of Washington. It is housed on 680 acres, has a student body of approximately 37,000, and a staff of 15,000, including 3,000 faculty. In spite of inflation and economic downturn which resulted in severe budgetary erosion, the current biennial budget of the University is $625 million, with $279,479,000 of that sum in State appropriations and the remainder from federal grants and contracts, tuition, and local revenue. Indeed, during the past eight years, the University of Washington has been among the top five universities in the receipt of federal grants and contracts. Our University is unusual with specific regard to its student population, since 12 percent of the University students are of minority descent. This is all the more remarkable when one understands that minorities comprise only 7.9 percent of the total State population. It is an urban university in every sense of the word!

The University of Washington's 198 different fields of study are graced with one of the most distinguished faculties of any major university in our nation.

Its students cram into more than 100 departments, schools, colleges, graduate and professional schools housed under its umbrella. Sixty-four percent of its undergraduate population comes from the greater metropolitan Seattle area. In 1978, 2500 graduate and professional students and 5500 undergraduate students were awarded a variety of degrees from the University of Washington.

As testimony to its academic excellence, a University of Maryland survey of 35 state universities ranked the University of Washington among the top six in the quality of its research programs; it is ranked among the twenty most prestigious institutions, public or private, in the nation.

The fact that the University of Washington has met the criteria as an urban university as delineated in the Bill, notwithstanding, we are not interested in pursuing Urban Grant Legislation merely as a factor in curriculum development and research. Mechanisms for implementing that mission are already in existence! However, the University of Washington is also committed to another important mission: that is, the delivery of services and the promotion of research affecting the central city, acting in a joint partnership with the City and other municipalities in an effort to dispel the turmoil, strife and urban blight which has beset Seattle as well as many other cities in this nation.

Mr. Chairman, the University of Washington is extremely enthusiastic about the passage of HR 7328. With specific reference to what is happening at our institution currently, and the impact of this Bill on the Seattle Metropolitan area, allow me now to comment on the demonstrated interests, energies and talents of our diverse faculty, whose intellectual insights and empirical research capabilities can be harnessed in an effort to eradicate the gnawing problem of our cities.

The University of Washington programs in the Health Sciences contribute in a remarkable way to the greater Metropolitan area of Seattle and to the State and indeed, to humankind worldwide! These are some specific examples:

1. The Harborview Burn Center services accident victims on both an emergency and rehabilitative basis. The only center of its kind in the Pacific Northwest opened four (1974) years ago and already has accommodated 650 patients with an average stay of 18–32 days. More than 95 percent have subsequently been able to return to full employment. Techniques developed and in use at the Burn Center can in some cases save a patient with burns over as much as 90 percent of the body. Only a few years ago, patients with burns over 30 percent of their bodies usually were doomed.

2. The U.S. Diabetes Center and Diabetes Research Institute are making sustained progress in identifying the primary cause of diabetes as a genetic disorder. Researchers on campus believe that those who suffer from diabetes are born with certain biochemical abnormalities; if these can be ascertained, they

may well be detected in the first year of life, long before diabetes is actually present. Recognition of these abnormalities could lead to the use of blocking factors, thereby preventing the disease entirely.

3. Dental services are being taken into the nursing homes in the inner city to assist those chronically ill persons who cannot come to the campus clinics or reach or afford private dentists.

4. U.W. physicians and bioengineers developed the arterial venus shunt to enable patients with kidney failure to have repeated dialysis without repeated surgeries. They also modified the kidney machine to allow for home use. It has been estimated that 22,000 kidney patients, who would not otherwise have survived, are alive today due to procedures developed at the University of Washington.

5. Both society and the economy are reaping benefits from the U.W. Pain Clinic, the first in the world. Chronic pain costs Americans between $35 to $50 billion annually, much of this in lost work-time. The clinic evaluates the patient to determine the type of pain relief best suited to the individual and teaches pain management. It is an extensive program involving experts from many disciplines.

6. In the School of Public Health and Community Medicine a variety of programs and research activities with urban emphasis, such as research on eye safety in schools, noise level from the SeaTac International Airport, air and water pollution and the training of health practitioners, are currently being carried out by faculty. Faculty members are also engaged in efforts to improve the design and organization of ambulatory care delivery to the urban population of the City of Seattle and King County.

Aside from the Health Sciences and related medical areas, we are involved in a host of urban activities in other schools and colleges which beg for support and additional funding in their quest to help the cities!

1. *College of Architecture and Urban Planning.*—A plethora of environmental projects are currently being undertaken, albeit with limited resources. Of particular interest is a small Title I grant entitled, "A Cooperative for Self-Help Housing Rehabilitation." Imagine the effect on the urban environment if University resources were channelled into the community as a means of providing both incentive and expertise to urban homeowners wishing to renovate or upgrade their dwellings. Many black faculty members provide volunteer consultation to personnel of various urban programs designed to rectify problems of citizens in the central city of Seattle.

2. *School and Graduate School of Business Administration.*—Considerable analysis is being conducted by the Department of Business, Government and Society on suitable methods of raising the value of single family dwellings and the effect of changing racial composition of neighborhoods of the value of those dwellings. An especially critical issue in the Seattle area has been the investigation of "redlining;" that is, the practice of mortgage and home improvement credit discrimination in areas of the city which are predominantly populated by minority persons. The University has been instrumental in analyzing the mortgage credit market in the City of Seattle, as a service to the Washington State Human Rights Commission which is formally charged with the responsibility for investigating such practices.

3. *College of Engineering.*—In an effort to interest minority and female high school students in the field of engineering, a high school visitation program has been inaugurated; one of its counterparts is the MITE program (Minority Introduction to Engineering), a summer program for minority high school students who have completed their junior year. Also of significance is a visitation program in which all seventh and eighth grade students at five Seattle high schools receive information about science and engineering careers.

Indicative of the wide application of engineering expertise, University engineers and physicians have collaborated to design a prototype machine for attacking a most pernicious disease: sickle cell anemia. Dr. Albert Babb points out that "while this disease is common to the Black population, it has in fact no racial boundaries. The incidence of sickle cell anemia in the U.S. is 190 per million of total population."

4. *Continuing Education.*—The division of Community and Organization Development, an arm of Continuing Education, offers workshops for staff members of community agencies working with low income housing projects to assist those staff members in coping with job frustrations, improving communication skills and developing expertise in handling controversy.

The University is providing an expanding program of continuing education and other non-credit instructional services to the general public throughout the State, to say nothing of the cities. The number of participants in such programs more than equals the number enrolled in credit programs. In the 1976 and 1977 school years, approximately 125,000 residents in 300 communities around the State received instruction through non-credit courses and other continuing education programs. Other examples of University outreach include our correspondence credit programs, which last year enrolled students in more than 100 communities in the State. An estimated audience of 250,000 viewers received instruction, many of them as resident students, in the University-prepared telecourses from the City of Seattle.

5. *The Center for Law and Justice.*—This multidisciplinary center provides a number of services to the criminal justice system, researchers, and the urban community by serving as a locus of (1) basic, applied, and evaluative research, (2) education and training, (3) planning and consultation, and (4) communication in the areas of crime, law and justice. Drawing from the expertise and experience of 42 faculty members from several academic disciplines, the Center facilitates the exchange and development of research ideas, the discussion of current research, the convening of workshops, seminars, and conferences, the exchange of information regarding research needs and opportunities in the community, communication between the University and the criminal justice system and the community. The Center facilitates the education and training of preservice personnel of the criminal justice system; and the coordination of resources and expertise for consultation, planning, and technical assistance. Resources provided by HR 7328 would allow the Center for Law and Justice to increase the involvement and commitment of University faculty members in efforts to understand and solve two major urban problems: juvenile delinquency and adult crime. In particular, the House Resolution would make faculty time available to community agencies and practitioners for program planning, implementation, and evaluation.

6. *History Department.*—As is the case in numerous academic departments, members of the History Department faculty serve as consultants on housing and social problems for a multitude of neighborhood organizations serving Seattle's multi-ethnic population.

7. *The College of Education.*—The College of Education at the University of Washington has been involved in a myriad of activities directly impacting the Central City. Our faculty members serve on boards of the Urban League, the Seattle Opportunities Industrialization Center (SOIC) and have actively participated, on a consultant basis to the Seattle School District, in the development of one of the most innovative voluntary desegregation plans in the nation, in an effort to prevent the stress and trauma over this issue which has recently plagued cities such as Boston.

About one-fourth of the graduate students in the College of Education are Seattle School District employees, training to be either principals, superintendents or program administrators. Every graduate student in the College of Education will do some kind of internship in Seattle schools before receiving an advanced degree. College of Education faculty members have also assisted the Seattle School District and districts throughout the State in developing teacher evaluation mechanisms, management development programs, and grievance procedures. College of Education faculty members also conducted an extensive study, sponsored by the U.S. Office of Education, of the voucher plan as an alternative to current methods of funding public schools.

8. *Educational Opportunity Program.*—The program which I will now describe is the University program with which I have had the deepest personal involvement: The University of Washington eight years ago was one of the few major universities in the country to create a vice-presidential position specifically oriented towards serving the needs of minority and economically disadvantaged white students. It was my pleasure to serve as the University's first Vice President for Minority Affairs, from June, 1970, until July, 1976. This program was the result of strong commitment by the Board of Regents, as well as the unswerving support of President Emeritus Charles Odegaard, and President John Hogness.

Since 1968, the University's Educational Opportunity Program has been the great catalyst for the production of minority and disadvantaged white undergraduate and graduate degree holders. During the past seven years, 1,479 students who matriculated through the EOP program have obtained undergraduate and advanced degrees at the University. For a variety of economic, social, and demographic reasons, the University of Washington has become the center for educational opportunity activity in the Northwest. During the 1976–77 academic year, 67% of all minority students (Asian-American, Black, Chicano, Native American) attending four-year colleges and universities in the State of Washington were in attendance at the University of Washington. At the graduate and professional level, the University of Washington served 80.4% of all minority graduate and professional students in the State. A highly-dedicated EOP staff developed such innovative programs as the Reading and Study Skills Centers and the Resident Release Project, which provides for convicted felons from State and Federal penal institutions to be released to the University to complete college degrees as an alternative to incarceration.

Urban Grant Legislation could make available funds to continue research into the importance of tutorial and supportive services to the success of minority and economically disadvantaged ("poor white") students in urban universities.

The unexcelled positive effect of a college education on these disadvantaged students, and in turn, their contribution to the communities from which they came, is the legacy which I hope to leave for the University of Washington.

Mr. Chairman, it is a fact known by practitioners in the field that most urban universities are, by and large, the accidents of geography and history and owe their designation as urban universities primarily to the fact that they grew up in the cities. Professor Medsker, formerly at Berkeley, argues this point with remarkable persuasion. Few have marshalled their resources in a very meaningful way to attack urban ambience and the problems of the urban poor. I am acutely aware that, as a result of past testimony, you have been inundated with the analogy of the Morrill Acts of the 19th Century and their subsequent success in attacking the problems of rural America including the Dust Bowl and the establishment of TVA Projects, and the possibility of similar partnerships being formed between the cities and the Committee on Urban Program Universities as a result of the Urban Grant Bill.

The simple fact is that, as a whole, higher education in America and universities in particular, have not responded to an extent commensurate with their resources, to resolve the problems of the cities. At the University of Washington we believe the time is now, and that the framework of the Urban Grant Bill will be a monumental step forward in filling the void which currently exists with respect to the underutilization of university talent and intellectual repositories, which must be directed towards resolving these critical socioeconomic problems.

In my view President Gullen's (Wayne State University) words are most appropriate:

"We see the main asset of this legislation in the fact that it addresses itself to a structural need of urban America which is only partially being met, and which is essential if the scientific and technical resources of the university are to be effectively used in dealing with our urban problems. The fact is the urban university can provide a meeting point between modern knowledge and urban practice."

Moreover, it is our studied opinion that the University of Washington, with its outstanding faculty and comprehensiveness of programs, can make a unique contribution to the resolution of difficult and complex problems which the City of Seattle and the greater metropolitan area have faced for a considerable period of time. We are optimistic that the passage of the Urban Grant Bill will be one significant step toward refuting the testy historical observation of Clark Kerr (1968) that "universities are in the urban setting but not part of it."

I am deeply honored to have had this opportunity to testify before you today and implore you to continue the meaningful and courageous work which you have begun, with respect to the further development and passage of the Urban Grant Bill, HR 7328. I thank you gentlemen, are there any questions?

THE UNIVERSITY OF WASHINGTON IN PERSPECTIVE

Founded in 1861, the University of Washington is the oldest state-assisted institution of higher education on the Pacific Coast. Its original site was on a ten-acre tract of wooded wilderness that is now downtown Seattle. The present campus—680 acres of trees, landscape, and buildings, located between the shores of Lake Washington and Lake Union, in a residential section of the city—has long been considered one of the most attractive in the nation.

STATUTORY AUTHORITY

Original Mandate.—The University's basic statutory authority was acquired in 1861, when in a joint act with the citizens of the then unincorporated community of Seattle, the Territorial Legislature designated it the Territorial University. This was expanded in 1889, when the institution was designated as the State University by the First State Legislature. Within the State of Washington, the University is vested with auhority and specific responsibilities in higher education under the provisions of RCW 28B.10 and 28B.20. The original mandate of the University, to "provide the best and most efficient means of liberal education in the arts and sciences to men and women of the state", was enacted by the First State Legislature in 1889.

As Presently Defined.—Subsequent legislation has expanded and clarified the general aims and goals of the University within the framework of the total higher education system of the state. As presently defined, the instructional role of the University includes: 1) provision of a high quality general education for all students who enroll; 2) provision of both undergraduate and graduate instruction to the highest level in the humanities and in the pure and applied natural and social sciences; and 3) preparation of students for professional practice in a number of fields which are the defined responsibility of the University.

Major Programs (RCW 28B.10.115).—The courses of instruction of both the University of Washington and Washington State University shall embrace as major lines, liberal arts, pure science, pharmacy, mining, architecture, civil engineering, electrical engineering, mechanical engineering, chemical engineering, home economics, and forest management as distinguished from forest products and logging engineering which are exclusive to the University of Washington. These major lines shall be offered and taught at said institutions only.

Exclusive Programs (RCW 28B.20.060).—The courses of instruction of the University of Washington shall embrace as exclusive major lines, law, medicine, forest products, logging engineering, commerce, journalism, library economy, marine and aeronautic engineering, and fisheries.

ORGANIZATION

Board of Directors.—The University is governed by a Board of Regents empowered under state law to exercise full control of the University and its property. The seven members of the Board are appointed by the Governor, with the advice and consent of the Senate, for six year terms or until their successors have been appointed and have qualified.

Administration.—The University's chief executive and administrative officer, the President of the University, is chosen by and is responsible to the Board of Regents. The President is assisted by the Provost and Vice President for Academic Affairs. The administrative affairs of the University are divided into five major areas of responsibility, under the direction of a Vice President for Health Affairs, Business and Finance, Student Affairs, University Relations and Minority Affairs.

Schools and Colleges.—To meet its instructional, research and public service responsibilities, the University maintains six colleges and ten major schools, each headed by a Dean. The deans of the health professional schools report to the Vice President for Health Affairs who in turn reports to the Provost and Vice President for Academic Affairs. The remaining deans report directly to the Provost who in turn reports to the President. The six colleges are Architecture and Urban Planning, Arts and Sciences, Education, Engneering, Fisheries and Forest Resources. The ten major schools are the Graduate School and the Schools of Business Administration, Dentistry, Law, Pharmacy, Public Affairs, Medicine, Nursing, Social Work and Public Health and Community Medicine. A division of Continuing Education, which provides educational and cultural programs outside the regular curriculum, Summer Quarter, and the Joint Center for Graduate Study at Richland are also headed by Deans. In addition, the University operates a number of specialized centers such as the Child Development and Mental Retardation Center and the Alcoholism and Drug Abuse Center. Members of the faculty are selected for their ability to provide instruction on the undergraduate, graduate and professional levels, combined with their ability to engage in the active advancement of knowledge through research.

MISSION

Although the University fulfills a very basic role in society as a base for free inquiry and exploration of ideas, special capabilities and responsibilities in the state, region and nation exist at the institution which make certain kinds of programs more effective or beneficial than others. In an environment of limited resources it is necessary to limit size and to limit the range of programs and activities at the institution to those which are relatively most effective. This is in contrast to the past experience in which overall growth provided opportunities to add or increase programs in many dimensions simultaneously. To determine the most appropriate size and mix of institutional programs the starting point must be a definition of the institution's principal mission and priorities.

Graduate and Professional Education.—The University's educational mission must be established in view of the University's responsibilities to the state and region, its national and international role, and the present comparative advantage of the academic resources available to the institution. In view of these factors, the distinguishing educational mission of the University of Washington, at least for the forseeable future, will be to provide programs of graduate and professional education commensurate with perceived regional and national demand, the academic development of the University, the supply of similar programs at comparable major universities, and the needs of University undergraduate programs.

Undergraduate Education.—The largest single activity of the University will continue to be providing a wide range of high quality undergraduate educational opportunities. These undergraduate activities will be of the kind which take fullest advantage of the diverse specializations and scholarly activtities of the faculty and of the related academic resources that are jointly utilized in programs of undergraduate and graduate education and research.

Research.—With respect to research, the principal mission of the University is one derived from the principle of extending the frontiers of knowledge in those fields of inquiry in which knowledge is being disseminated. The University promotes those kinds of research activity which directly contribute to the graduate and professional education processes and, at the same time, to undergraduate education. Research activity can contribute in several ways: joint faculty/student research activity which may culminate in student dissertations or theses; providing subject material for lectures and seminars; and providing general direction and educational background apart from theses, dissertations or the formal classroom experience.

Public Service.—In the area of public service, the mission of the University recognizes two dimensions of service activities. First are the service activities which are organized into planned and supported programs of public service such as concerts, lectures, conferences and broadcasts. Second are the service activities which stem from other programs conducted with the primary intent of instruction or research, a primary example of which is health care provided as a direct service to residents of the state. In evaluating the scale and nature of such service programs, the University's decisions will revolve around the requirement or need for the programs and the suitability or effectiveness of University resources in satisfying the need. Examples of service activities of the second type, stemming from instructional or research programs, include the availability of consulting expertise to the community, artistic performances or exhibitions and instructional programs in Social Work, Public Affairs, Public Health, etc., that provide direct service to the public by utilization of the community as a laboratory for instruction. This second type of service activity contributes substantial direct as well as indirect benefits to the state and region.

GOAL AND POLICIES

In support of these overall educational missions the University has developed a set of formal goals and policies. These statements, in conjunction with the broad missions, are intended to guide planners at all levels throughout the institution in formulating more specific unit or program objectives which in turn guide the allocation of resources to programs and activities.

GOALS

The University's basic goal is to act as a base for the free generation and exploration of ideas and for the preservation of the intellectual and cultural heritage of mankind. It is a resource provide by society for use by individuals in pursuit of the highest scholarly, esthetic and humane goals to which mankind can aspire. As such it must both attract and cultivate men and women of high capability and must develop their potentialities as human beings. In turn, society can expect to gain from its universities both increasing knowledge and informed, sensitive, vigorous persons prepared to work toward the improvement of man's condition. Towards these ends, the goals of the University are to:

Instructional.—I. Provide for students educational programs of the highest quality including:

A. instruction at all educational levels appropriate to an institution of higher education including: 1. a broad range of undergraduate programs. 2. advanced higher education, comprising graduate, professional, and post-doctoral programs. 3. continuing education and other alternative educational opportunities for those not enrolled in degree programs.

B. a well-balanced curriculum serving all levels of educational program, based on: 1. instruction in the humanities and in the natural and social sciences including emphasis on the most advanced levels of knowledge providing students with the opportunity to acquire and to continue to expand throughout their lifetimes: (a) understanding of man and the universe, appreciation of the intellectual and esthetic achievements of mankind, and ability to contribute as informed, rational, sensitive beings to the culture and progress of a changing world. (b) knowledge, skills and understanding that will help them contribute effectively to identify and solve contemporary problems critical to the enhancement of freedom, and to human welfare and survival. (c) realization of their own personal goals and achievement of their own educational aspirations.

2. training to the most advanced levels of practice in those professions and in the applied and performing arts appropriate and advantageous for the welfare of society in accordance with the responsibilities of the University.

Research.—II. Conduct research and promote scholarship, as an essential and unique means of advancing knowledge and understanding and as a basis for instruction, particularly at the graduate and advanced professional levels.

Public Service.—III. Offer society, and in particular the State of Washington, public service activities which include:

A. the knowledge and direct service of its faculty and staff in the indentification of problems confronting society and assistance in their solution. In doing so, the University has the obligation both to reflect upon and to anticipate changing societal needs and objectives.

B. information and consultation to local, state, and national governments, business and industry, labor and the professions, and a variety of public and private organization.

C. cultural and recreational activities and facilities shared with the citizens of the state in a manner consistent with its academic programs.

POLICIES

In pursuit and support of its Goals, the University is guided by the following Policies:

Faculty.—1. Attract and retain a distinguished faculty with expertise in instruction, research and service. Faculty members who possess this combined expertise are especially important at an institution offering graduate and professional instruction. The quality of the institution is embodied in the quality and dedication of its faculty and academic staff.

Students.—2. Attract and retain students demonstrating a strong potential ability to complete their academic programs successfully. It is also recognized that a varied student body with a geographical distribution reflecting the regional or national nature of graduate and professional programs is particularly important.

***Staff.*—3. Attract, develop and retain a highly qualified professional non-academic staff to administer effectively all non-academic programs, to serve the students, faculty, and community and to provide professional and administrative support for all University programs.**

Equal Opportunity.—4. Ensure equal opportunity with regard to sex, age, race, or creed to all persons including students, faculty and members of the administrative staff. The University is committed to an aggressive program of affirmative action for minorities and women, monitoring all admissions policies and personnel practices to ensure this end.

Program Priorities.—5. Improve the instructional program in a selective way, concentrating on those fields for which it has a particular responsibility. Factors to be considered in determining priorities in the teaching responsibilities of the University include:

(a) particular interests and resources of the Pacific Northwest;

(d) recognition of fields for which the University may be especially suited due

(c) social, economic, intellectual and educational needs of society;

(d) recognition of fields for which the University may be especially suited due to geographical location, special physical facilities, faculty strength or other resources;

(e) special responsibility for certain fields in which the University is a unique source of undergraduate or graduate instruction in the state or Pacific Northwest;

(f) opportunities to take special advantage of strengths in related fields.

(g) opportunities to adopt programs or methods which will improve undergraduate instruction.

Interdisciplinary Approach.—6. Encourage development of cross-disciplinary research, service and instructional activities. The complex problems of modern society require an increasingly integrated approach for their understanding and solution. The University is thus concerned that administrative and curricular structure does not become a restrictive barrier or allow gaps to form among various fields.

Community Services.—7. Extend the educational services and resources of the University to the local community, utilizing community resources to help determine the nature and content of the services provided.

Coordination.—8. Cooperate with all state educational institutions and agencies in coordinating efforts to meet the educational needs of society. It is important for this cooperation to take place through informal contacts among faculty and staff of state institutions of higher education as well as through the formal structures of the Council of Presidents and the Washington State Council for Postsecondary Education. The University supports the balanced growth and development of all components of the State System of Higher Education.

Program Review.—9. Formally and regularly review existing programs and plans for implementation of new programs assuring flexibility to adapt to changing needs of students and society.

Academic Freedom.—10. Preserve the academic freedom of the entire University community by recognizing and protecting the rights of individuals to pursue their academic work and to express themselves without the fear of interference, disruption or censorship.

Academic Support.—11. Provide the diverse and specialized facilities, materials, and services needed to support its academic programs. Shifts in enrollment, the changing nature of instruction and the increasing mass of knowledge critically affect library, laboratory and computing facilities. Not only are larger holdings of library resources and more complex equipment required to meet instructional needs, but also new services are needed to support graduate and faculty research and the academic needs of students.

Student Services.—12. Provide high quality student services to ensure that each student is able to take fullest advantage of educational opportunities. To provide an improved atmosphere for learning, there must be continued efforts to upgrade and improve student services such as health care, counseling, registration, financial services and campus housing.

Health Services.—13. Provide the state with a broad range of health services that encompass the new knowledge and technology being developed through education and research.

Effective Management.—14. Provide services to the state and region in the economical and efficient manner consistent with realization of the University's goals, not only through the attraction and retention of qualified staff and faculty, but also through innovative methods of instruction, public service and research, and sound administration and management.

Broad Basis of Governance.—15. Ensure that the governance of the institution is on a basis of incorporation of faculty, administration, staff and students and public perspective and opinion in the formulation of institutional policies. The University is a diverse community and, as with the larger pluralistic society of which it is a part, can better serve its members and the surrounding community by soliciting and considering their opinion.

Environmental Quality.—16. Plan and manage the development of its campus, programs, and facilities with a high regard for aesthetics and environmental quality as a proper setting for the governmental groups and agencies to coordinate the University with community plans in order to enhance desirable university-community relationships.

ACTIVITIES

Instruction.—A few examples provide an indication of the scope and magnitude of activities at the University. In Autumn Quarter, 1977 there were 37,120 students enrolled for regular academic credit with a full-time teaching faculty of 2,450. In Summer Quarter, 1977 there were 14,993 students enrolled with a faculty of 1,100. During 1976–77, there were 33,000 participants in formal continuing education programs, not including those atending concerts, film series or similar activities. Over 8,800 took non-credit classes on campus; 5,000 enrolled in extension classes, independent study or media courses for credit; and more than 17,000 attended professional conferences, workshops and short courses. Women's programs, residential and statewide programs and community development accounted for the remainder.

Research.—Scholarly research and related activities in areas undertaken by formal research organizations funded by the state were conducted by 17 centers and institutes at the University which accounted for more than two million dollars in research volume in 1976–77. Project research consisting of research activities undertaken with the aid of support provided through a contract, grant or specific allocation of departmental resources (for example, cost sharing or release time) accounted for more than $101 million in research volume under the direction of more than 1,000 principal investigators. Almost all are directly connected with the instructional program.

Public Service.—In 1976–77, more than 60,000 people attended special events sponsored by the University. The University's television station, KCTS, broadcasted 5,000 hours to an estimated audience of 3.5 million while the FM radio station, KUOW, broadcasted 6,552 hours to an estimated audience of 60,000. The University hospitals accounted for 162,000 inpatient days and 287,000 outpatient visitsh.

General Support.—Extensive support services are needed to support the primary programs of instruction, research and public service. The primary support program consists of activities that provide direct support including academic computing services, academic administration at the school and college level and ancillary support services such as the Educational Assessment Center, Friday Harbor Laboratories and the Language Learning Center. The University library program consists of activities related to the library system and learning resources such as audio/visual services and closed circuit television. Student services cover a wide gamut of activities ranging from admissions and registration to counseling and health care. Activities at the hospitals are related to the clinical training of health professionals, medical research and advanced patient care. And finally, institutional support, and plant operations and maintenance activities are essential to the effective and efficient functioning of the University.

PERFORMANCE

Recognized Quality.—The University of Washington, as one of the nation's large, comprehensive research-oriented universities, fulfills a number of goals and responds to a widely varied constituency. The success of the University's performance is ultimately determined by the effectiveness with which it serves the individual needs of its constituency, and this effectiveness is directly related to the quality of its programs. The University of Washington is recognized as one of the nation's highest ranking educational institutions in terms of the quality of its programs, evidence of which is apparent in many ways.

Federal Support.—A recent report of the National Science Foundation ranked the University first in the nation in total federal grant and contract activity for fiscal years 1974 and 1975. Federal grants and contracts awarded to the University for training, research, and construction for 1975–76 totaled $88,658,000, a direct reflection of faculty quality.

Program Ratings.—The University's graduate programs were ranked near the top in a recent survey conducted by the American Council on Education. One department, Physiology and Biophysics, was rated third among the 102 graduate programs covered, only Harvard and Rockefeller placing higher. Other University programs in the top ten in the country were geography, developmental biology, microbiology, zoology, and population biology. In every other graduate field surveyed, University departments were rated either "strong" or "good," none receiving the lower rankings of "adequate," "marginal," or "inadequate." On the basis of the survey, faculty quality is calculated to rank about fifteenth to seventeenth in the nation and about sixth among state universities. These findings are further substantiated by a study conducted by the University of Maryland, College Park Graduate School (Brush, Menzer and Beale, 1976) which places the University of Washington somewhere in the top six public universities in the nation. Excellence of the University's graduate and professional programs is also recognized through its membership in the Association of American Universities.

Sea Grant.—Special recognition of its long-time interest in the development of the rich resources of the sea came when the University was designated by the federal government as one of the nation's first four "Seat Grant Colleges." This year's Sea Grant to the University totals $1,901,300.

Program Ratings.—Other surveys of selected graduate and professional programs place the University high among other universities in the nation. A survey conducted by Columbia University (Blau and Margulies, 1975) rated the University's programs in Forestry and Nursing as second in the nation, Dentistry as fourth and Medicine as ninth in the nation. Another survey conducted by the University of California at Berkeley (Cartter and Porter, 1977) rated Business as third among public institutions and twelfth in the nation, and Law among the top ten public institutions and top 20 among all institutions.

Training Programs.—Wasnington frequently is one of a very few major universities asked to undertake regional or national training programs. For example, the University recently was selected as one of seven institutions to provide special management training for midcareer executives who are believed to be headed for higher positions in the federal service. It is one of only two American universities selected to instruct career naval officers on active duty in political military affairs and international relations.

NSF Fellows.—For the past eight years, the University has been one of the top seven public universities and the top 20 among all universities in the number of National Science Foundation Fellows who selected the University for their graduate work.

Federal Advisory Committee.—The University ranked fifth among public universities and eighth among all universities in the number of faculty appointments to federal advisory committees.

ENROLLMENT

The University of Washington's enrollment was 37,120 in Autumn Quarter 1977. Of the total, 27,993 were undergraduates and the remainder were in professional and graduate programs. More than three-fourths of the undergraduates enter as freshmen from Washington high schools or as transfer students from Washington community colleges or other colleges and universities in the state. The majority of students who enter the University as freshmen are from the top one-third to one-fifth of their high school graduating class. The grade-point average for the regularly admitted freshman class entering in Autumn Quarter 1977 was 3.39.

404

Student mix	Percent of total enrollment	Total
Graduate and professional students	24.6	9,127
Undergraduate students	75.4	27,993
Total	100.0	37,120
Graduate	20.6	7,633
Professional students	4.0	1,494
Seniors	16.8	6,247
Juniors	18.1	6,735
Sophomores	14.6	5,406
Freshmen	17.3	6,417
5th year	5.2	1,931
Nonmatriculated	3.4	1,257
Total	100.0	37,120
Washington residents	76.8	28,514
From other States	15.5	5,754
From foreign countries	7.7	2,852
Total	100.0	37,120
Women	43.9	16,299
Men	56.1	20,821
Total	100.0	37,120
Minorities	11.9	4,411
21 years of age or older	70.3	26,076

By school and college:

Architecture and urban planning	877
Arts and sciences	21,453
Business administration	1,933
Education	1,445
Engineering	4,156
Fisheries	475
Forest resources	816
Graduate interdisciplinary groups	263
Librarianship	171
Law	525
Social work	536
Graduate school of public affairs	190
Pharmacy	292
Medicine	1,084
Dentistry	477
Public health and community medicine	179
Nursing	991
Special	1,257
Total	37,120

Degrees awarded 1976–77

Bachelors (B)	**5,469**
Masters (M)	**1,754**
Doctors (D)	**330**
Professional (P)	**361**

By discipline	B	M	D	P
Architecture and urban planning	178	43	2	
Area studies	26	15		
Biological sciences	362	47	48	
Business and accounting	747	178	14	
Communications	196	14		
Computer and information sciences		11	1	
Education	175	295	31	
Engineering	528	150	34	
Fine and applied arts	322	72	15	
Fisheries and forest resources	231	64	19	
Foreign languages	124	45	11	
Health professions	341	254	7	216
Home economics	72	7		
Law		10		145
Letters	372	69	28	
Library science		119		
Mathematics	84	14	3	
Physical sciences	196	62	43	
Psychology	357	6	20	
Public affairs and services	115	215		
Social sciences	867	64	50	
Interdisciplinary studies	176		4	

Operating Budget

During 1976–77, the University of Washington conferred 43% of the bachelors, 59% of the master's, 71% of the doctors and 85% of the first professional degrees conferred by public institutions in the state.

Source: 1976–77 Budget Final.

PREPARED STATEMENT BY GAIL FULLERTON, EXECUTIVE VICE PRESIDENT, SAN JOSE STATE UNIVERSITY

Mr. Chairman and distinguished members of the Subcommittee: I am Gail Fullerton. Executive Vice President of San Jose State University. I appreciate this opportunity to present my views, which do not necessarily represent those of the entire California State University and Colleges System, but which correspond in large part to what you will subsequently hear, or have heard. During the last academic year, the Associated Students of San Jose State University, through their elected representatives on the student council, voted unanimously to support the Senate version of the urban Grant University Act. I am here today to speak in favor of H.R. 7697 exactly as it is presently written except that I would urge that student members be added to the Advisory Council—students who live in urban areas and attend universities located in urban areas.

The definitions as presently set forth in H.R. 7697 are important to the goals of this legislation, and I urge you to retain them, the definition of urban area as meaning a standard metropolitan statistical area of not less than five hundred thousand persons should remain. Size *does* matter. Our largest cities have become reservoirs of disadvantaged Americans, people who came to the city in search of jobs and a better life, or whose parents or grandparents were driven out of rural areas by the mechanization of agriculture, Americans who have become—in spite of all the bold programs of the 1960's—a permanent underclass of urban poor. Smaller, satellite cities have few such concentrations of impoverished minorities.

The large metropolitan area has problems with transportation, with health care delivery, with crime and violence, that differ not only in magnitude but often in kind from the problems of smaller or suburban cities. If the definition of urban area were altered so that small cities were also classified as urban areas for the purpose of this program, most universities in the United States would be found to be located in an urban area. If nearly all universities qualified for urban grant funds, the available financial resources would be spread too thin to create a substantial impact on urban problems in *any* city. There needs to be a focused effort to create a significant result.

Secondly, I urge you to retain the definition of "urban university" as presently stated in H.R. 7697. This definition is important if the purpose of the legislation is to be achieved. The purpose of the Urban Grant University Act is defined clearly in Section 141 as the application of the reservoir of skills, talents, and knowledge that exists within the Nation's urban universities toward the amelioration of the problems that exist in the Nation's urban centers. The definition of "urban university" needs to be evaluated in terms of this statement of purpose.

The university that I represent fits your definition closely, perhaps the reason that I consider your definition excellent. But using San Jose State University as an example I would like to point out why I consider the present definition essential to the basic purpose of the legislation as defined in Section 141.

(A) "*'urban university' means an institution of higher education which . . is located in an urban area.*" San Jose State University is located in the City of San Jose, a city with many thousand inhabitants more than 500,000 specified in the definition of urban area. San Jose is the largest city in Santa Clara County, which has a total population of more than 1,200,000. San Jose State University is the only publicly supported university located in this large metropolitan area.

Not only is the University located in this large urban area, it is in fact on the edge of the old central business district of the City of San Jose. The downtown area has suffered deterioration and blight, but is presently in the throes of urban redevelopment. To some degree, redevelopment has meant that problems of transient alcoholics, of prostitution, of crime, have simply been pushed out of the downtown into the immediate environs of the campus.

One block east of our campus is a neighborhood—once it was fraternity row—that now houses more than 50 board and care homes for developmentally retarded or emotionally disturbed patients, the largest concentration of community mental health facilities in the Santa Clara Valley. Many of these are well run, but some provided little more than custodial care.

The grade school one block north of the campus has a high proportion of pupils from poor, Spanish-speaking families. A little farther east is a neighborhood that is called by the Mexican-Americans who live there "Sal Si Puedes"—get out if you can.

There is also a high proportion of elderly poor of all ethnic backgrounds in the immediate neighborhood of the San Jose State University campus. As in many other urban centers, large numbers of elderly persons have found that the deteriorated downtown area contains the cheap hotels that may be all they can afford in their last years.

On the periphery of our campus our students encounter the poor, the elderly, the transient alcoholics, the emotionally disturbed, and the children of the barrio. There is also an enclave of middle-class families near the campus. There are, within a short walk of the University, a growing financial district, a porno district, and an elegant Center for the Performing Arts. We are, in short, in the middle of a city, with the urbanity and the ugliness that have co-existed in real cities since cities first rose along the Nile.

(*B*) "*'urban university' means an institution of higher education which . . . draws a substantial portion of its undergraduate students from among residents of the urban area in which it is located.*" This second part of the definition is also important to the purposes of the legislation. Our students are not a transient population who come to our campus for a very few years of their youth and then move on. San Jose State University draws more than 80 percent of its students from the urban county in which we are located. More than 90 percent of our students are commuters. More than 80 percent of our graduates still live within a radius of 50 miles from the campus. We serve the population of the urban area where we are located.

(*C*) "*'urban university' means an institution of higher education which . . . carries out programs to make postsecondary education opportunities more accessible to students living in such urban area . . .*" All our degree programs are open to part-time students and thus afford an opportunity for men and women who must work full-time to support their families to complete degree programs and enhance their professional careers. All but two of our more than 50 graduate and professional programs can be completed in the late afternoon and evening hours. Re-entry counseling for older students is available in the evening as well as the day. Through Economic Opportunity Programs and a variety of outreach activities, San Jose State University encourages disadvantaged students to enter the University. The average student at San Jose State is more than 27 years of age. More than half of our students are women. Thus the student body at San Jose is composed heavily of persons in their middle or late twenties, with families to support, who commute to campus daily. This is not the traditional student body, that is composed of students 18 to 22 years of age, most of whom are dormitory residents. We have several thousand such students, to be sure. But the majority of our nearly 28,000 students would be considered "nontraditional" in some sense of the word. Most are mature adults who are permanent members of the surrounding urban area.

(*D*) "*'urban university' means an institution of higher education which . . . has the present capacity to carry out urban-oriented education, research, and service activities.*" There are a wide range of existing programs at San Jose State University that have a proven capacity to carry out urban-oriented education, research, and service activities. To give only a few examples: our Department of Nursing is in the second year of development of a program at the Master's level to prepare gerontological Nurse Specialists. This program will prepare registered nurses to deliver primary health care services to the aged in the area served by San Jose State University. This program will utilize interdisciplinary campus and community resources to develop a new approach to the delivery of health care to the aged.

Our School of Social Work has a number of teaching-learning centers located off-campus in the barrios of east San Jose, where students work directly with the Mexican-American or Chicago community. School of Social Work programs encompass a variety of direct internship experiences, some working with aged Mexican-Americans in a housing project, some focusing on child and family service programs, and some providing management skills to the operators of community mental health facilities.

Our Department of Chemistry has a contract with the Santa Clara Valley Water District to monitor the levels of radio activity in the discharge from the tertiary sewage treatment plant. The Water District is able with its own facilities to test for bacteria and other living organisms in the waters to be discharged into the Bay or to be returned for agricultural use. But there are a number of industries in the Valley that discharges wastes into the sewer system that could potentially include radioactive materials. We have the instrumentation in our nuclear science facility to provide such monitoring for the Water District and have had a series of contracts to do so.

Our Department of Meteorology has research grants that fund monitoring of the air quality not only of San Jose, but of the entire Bay Area. Air quality and water quality are critical problems for an urban area, and we are pleased that our talented faculty and our laboratory facilities make it possible for San Jose State University to help our urban area address these problems.

(E) " '*urban university' means an institution of higher education which offers a wide range of professional or graduate programs* . . ." I know that this part of the definition has been criticized. However, graduate programs are not necessarily doctoral programs. Assuming that Master's level programs are equally intended by this wording, I support this part of the definition. The more than 50 Master's and professional programs offered by San Jose State University include many that are specifically urban-oriented. I have already mentioned the Master's degree program in Nursing that will provide a nurse specialist in gerontology, and the Master of Social Work Program. We also offer the Master of Urban and Regional Planning, Master of Public Administration, and a wide variety of Master of Arts and Master of Science degrees many of which have as their function the educating of professionals who will serve the urban area. For example, the Department of Psychology offers a Master of Science degree in Community and Clinical Psychology that prepares professionals for community-based mental health treatment programs. In a sense, Master's level programs are most appropriate for an urban grant program, for their focus to be on the pactitioner rather than on the pure researcher.

On the other hand, a four-year liberal arts college offering only baccalaureate programs might lack the specialized facilities and faculty, and the advanced professional students, required to make a significant impact on urban problems.

(F) " '*urban university' means an institution of higher education which has demonstrated and sustained a sense of responsibility to such urban area and its people* . . ." most of what I have just reported regarding the variety of community-oriented programs indicates that San Jose State University has a demonstrated and sustained sense of responsibility to the urban area of which we are a part. At present I am myself a member of a committee on Downtown Mobility that is conducting a study jointly sponsored by the City of San Jose and the County of Santa Clara with the goal of improving mass transit to the downtown area. I am also a member of the University Zone Task Force created by the City Council of San Jose at the request of the University to examine the complex of interrelated problems, from land use to public safety, that plague the University area and the surrounding urban core. I mention this only to indicate that administrators as well as faculty and students at San Jose State University are involved with the problems of our urban area.

Finally, you may wonder why, if we are already doing all of these things, we need a Federal Urban Grant University Act. The simple answer is that without such a program, many of the projects in which we are presently engaged may soon be curtailed. Our budget is driven by enrollment. One professor teaching a lecture class in a large hall can generate a high return in enrollment and thus in fiscal support. That same professor supervising interns in a community mental health setting, for example, may be able to supervise only 10 or 12 students. The kind of program we are talking about is expensive, because it is labor intensive. In the years past, we had high enrollments and could afford to let the large classes carry the small internship and field based programs. In the years ahead, as enrollments stabilize or decline (as they are expected to do) we may no longer be able to afford the field based programs we now offer to the urban community.

Some of the programs I have described are dependent on funding by the local community, such as the monitoring of the discharge from the tertiary sewage treatment plant for radioactivity. Local governments are going to have fewer fiscal resources in the future. And some of the programs I have described are already funded by Federal dollars, but from a variety of agencies such as the National Institutes of Health, the Bureau of Education of the Handicapped, and the National Science Foundation. We have had to take a cafeteria approach to problem solution, applying to an array of funding sources. We have no way at present to coordinate our urban programs.

A few years ago San Jose State University and the City of San Jose tried to create an Urban Affairs Institute that would have coordinated internships and activities jointly initiated by the University and the City. We were unable to obtain funding for this project and the Institute exists only on paper.

In summary: The alabaster cities of American the Beautiful are stained by pollution and human tears. One of the lessons of the Sixties was that we cannot solve urban problems simply by throwing money at them. We need to involve skilled, caring people as well as dollars. The urban universities have the reservoir of talent and the facilities to address many of the needs of our cities.

H.R. 7697 will provide the funding to enable us to apply our skills, talents, and knowledge in a systematic and sustained manner to the problems of our troubled cities. I urge your approval of this bill, as it is written. We would be proud to participate in such a program.

Thank you.

STATEMENT OF HARRY HARMON, EXECUTIVE VICE-CHANCELLOR, CALIFORNIA STATE UNIVERSITY AND COLLEGES ON BEHALF OF GLENN S. DUMKE

Mr. HARMON. Thank you, Mr. Chairman, and Mr. Burton.

Dr. Dumke was unable to be here today due to a flu bug. He sends his apologies and asks that I be permitted to present his testimony. My name is Harry Harmon. I am the executive vice chancellor of the California State University and Colleges.

I appreciate the opportunity to appear today in support of H.R. 7328, the Urban Grant University bill which Chairman Ford, Mr. Buchanan, and so many of the rest of you have cosponsored. My special thanks go to the members of the California delegation, Ms. Burke, Mr. Phillip Burton, Mr. Hannaford, Mr. Hawkins, Mr. Mineta, and Mr. Waxman, for their vision in being among the first to sponsor this important proposal.

The proposal that is before you in the form of the Urban Grant Act is straightforward. It is based on the belief that those universities with roots in our cities have talents, skills, and facilities which can help those cities meet some of their problems.

This bill, with a commendable minimum of restraint on the abilities of the cities and the university to pick out the problems to be attacked and the ways in which they can set about doing it, provides some Federal encouragement and financial assistance in getting that productive relationship underway.

I am not here to testify as to the details of the legislation, nor as to the specific proposals the Committee of Urban Program Universities has made to you for improvements in the original language.

I will simply say that as a member of the Board of the CUPU, and as chancellor of the California State University and Colleges, I fully endorse the bill and the proposals for technical amendments that have been put before you by other CUPU witnesses.

A number of us in California have been asked recently to explain how we can support the Urban Grant Act, given the passage of proposition 13. It is a fair question, and not a difficult one to answer. Proposition 13, I think we can generally agree, represents an unmistakable mandate to all public institutions in our State, including State universities and colleges, to make even more efficient use of our resources.

One way in which we can most positively respond to the decisions of the people of California, and at the same time support the Urban Grant Act, is to see how we can mesh our activities, skills, and talents so as to avoid duplication of effort in whatever we propose under the act.

Thus, the first question that should be asked when an urban university and a local governmental agency get together to develop a program or project under this act, should be: Can the taxpayer be given more cost-effective service if this project is undertaken? If we do this, and I am confident that we can do it, then, I believe, the taxpayer can benefit measurably from the passage of this legislation.

The reasons for my optimism lie in what the member institutions of this system already have done, and what more they could do under this act, to work with the local governments of the cities in which they are located. To speak to what we have done, and potentially what we can do, I have asked the presidents of three of our campuses, classified as urban universities, to appear here today. Also, Gail Fullerton, the executive vice president from San Jose University, will present testimony. Other presidents of the member institutions of this system have been invited to submit statements from the point of view of their particular communities, and I ask, Mr. Chairman, that you allow those statements to appear on the record, assuming they arrive on your desk in time.

The distinguished president of San Francisco State University, Dr. Paul Romberg, will begin our presentations. Dr. Romberg's remarks and testimony will be followed by those of President Horn of California State University, Long Beach, and President John Greenlee of California State University, Los Angeles.

That completes my testimony, Mr. Chairman, and I will now call on Dr. Romberg.

Mr. Ford. Thank you.

We will defer questions until we have heard from the other panelists. Dr. Paul Romberg, I believe, is scheduled to be next.

STATEMENT OF PAUL F. ROMBERG, PRESIDENT, SAN FRANCISCO STATE UNIVERSITY

Dr. Romberg. Thank you, Mr. Chairman.

As president of San Francisco State, I would like to add my welcome specifically to the committee for appearing here on our campus. I take the prerogative, as the president, to welcome you to the finest of the State universities.

Chairman Ford and members of the subcommittee, thank you for giving me an opportunity to enter into public record my comments on this important legislation. I regard the Urban Grant University Act as being of particular significance to the future of American cities. President Carter's national urban policy calls for a "new partnership" involving all levels of Government and the urban community in a major effort to make America's cities better places in which to live and work. I share the President's objectives and support his general thrust. But I must note that the "new partnership" of which he speaks can only be a limited one without the effective involvement of higher education. And it is for this reason, I believe, the Urban Grant University Act provides an essential building block to a national urban policy. Just as the Morrill Land Grant Act of 1862 encouraged research and development which enhanced the economic and social well-being of the Nation's rural agricultural areas and technical economy, the Urban Grant University Act can play the same pivotal role for the social and economic well-being of our cities.

Achieving this goal certainly is not going to be an easy task, I can assure you. Whereas the Morrill Act could prescribe learning as it is related to agriculture and the mechanical arts, the curricular prescriptions for an urban society are far more complex. The same complexity holds for research and community development. In addition, land grant universities were developed to serve the young adult. An urban university, such as San Francisco State, serves a broader range of individuals. Its student body reflects the ethnic diversity, varied interests and aspirations of an urban population. And always in the background we are faced with the decline and decay of the central city, the overwhelming burden of poverty and the responsibility to offer hope and encouragement to the aspirations of students who live in our cities. I think one other point is worth noting. At the time of the Morrill Act's inception and the decades which followed, America's universities were still in an emergent stage. Today these universities are well established with their own set of aspirations, frustrations and problems. Though many of this Nation's largest and most prestigious universities are situated in urban areas, it cannot truthfully be said they are "of the city" nor for the city. To a large degree, they stand in isolation with their own tempos, which, incidentally, are set to an agricultural clock, not an urban one. They have their own social structure and populations.

Other than the fact that their curricullum may include an institutional center for urban studies, or something related to the urban environment, these institutions seem to have largely looked to themselves and not the cities.

Please do not misinterpret these remarks as direct criticism. The point I wish to make is directed to the academic world of which I am a part. A true urban university, as I see it, has to encompass all the bright and wonderful traditions of the academy, but it must also enlarge and go beyond them.

Three years ago, this institution formulated its longrange master plan. In it we noted as major goals "to permeate the intellectual and cultural life of the San Francisco Bay region by committing the resources and talent of the university to the benefit of the surrounding community."

Previous and current efforts continue to move us in this direction. Our poetry center, for example, does more than read old and modern poetry. The center has a pilot program for the terminally ill in Mount Zion Hospital which has been very effective. In the past year, our small business center has been assisting urban entrepreneurs to improve their chances for success. Our cooperative education program has placed students throughout the city in Government agencies and private businesses.

We propose for the future that a share of the university's curriculum and academic activities be identified as "community programs." As part of this objective, the university would develop a network of "learning resource centers." New ways of organizing the curriculum will be needed, some of which will make segments of the university more transdisciplinary than disciplinary. We shall also have to consider new types of academic calendars and schedules better suited to an urban world.

Clearly, if time permitted I could continue to expand these examples to show how deeply involved we are in our urban community.

I do not want to imply that San Francisco State represents at present the type of urban university to which I am alluding. Some programs function in the same isolation that I mentioned regarding other prestigious universities. Nevertheless, we have recognized the need to wrestle with the definition of an urban university and the need to take action to become one. I know other institutions in this system and elsewhere are doing the very same thing.

It is for this reason that the Urban Grant University Act comes at a critical time for all of us. It can provide the necessary stimulus to foster a national urban policy now and in the future.

And the act becomes even more important in light of recent passage of Proposition 13 in this State and the national publicity being given to a tax revolt. I do not believe the American public stands against public investments, education particularly, nor are they interested in limited aspirations or thinking small. They do frown upon waste and are impatient with humbug. They live not only in the present, but think about the future. I am sure I need not remind this committee of the immediate problems that faced the Congress of 1862 when the Morrill Land Grant Act was enacted. Despite the turmoil of the Civil War, Congress could look beyond the immediate problems into a future time.

Proposition 13, in my opinion, implies that public educational institutions should reexamine their service responsibility. Over time, more and more of their resources and efforts will have to fill the many vacuums created as a result of Proposition 13. For example, universities might organize a coordinated assault on urban health problems. This might include programs dealing with treatment and rehabilitation in the areas of alcoholism and drug abuse, and the expansion of the Poetry Center's work with the terminally ill. Cooperative efforts in dealing with community mental health might also be a part of such a program. We might also mobilize students and faculty through appropriate incentives to engage in research on health issues.

Our older population faces a continuing dilemma relative to health care decisions. We can conceive of an effort to unite the community, community colleges, public schools, and higher education in d[illegible]gning programs at this and related areas of health consumerism.

Someone once noted that cities are the greatest achievement of mankind, indeed the flowering of civilization. They are the centers of knowledge, arts, and economy. Cities' continued development and well-being are essential. Therefore, I urge passage of the Urban Grant University Act as part of our investment in this Nation's future.

Thank you very much.

Mr. FORD. Thank you very much.

At this time, I would like to recognize Dr. Stephen Horn, president, California State University at Long Beach.

STATEMENT OF STEPHEN HORN, PRESIDENT, CALIFORNIA STATE UNIVERSITY, LONG BEACH

Dr. HORN. Thank you very much, Mr. Chairman and members of the committee. I commend you for your leadership in working to design a program which will serve as a catalyst to bring the resources of the urban university to bear on the multiplicity of problems that are the challenge of an urban America. In providing for grants to assist these universities "in carrying out urban-oriented education, research, or service projects," the Urban Grant University Act is carefully structured to involve the perspective of those who are politically and administratively responsible for the government of the particular urban area. In addition, the Commissioner of Education may also "request the advice from any Federal agency or agencies" prior to approving a request for project assistance.

This is as it should be. Neither university nor urban area and Federal Government—as represented by numerous programs in business, education, employment, health, housing, and transportation, among others which impact on our urban area—can exist in isolation.

In the long run, however, the university should not pretend that it can be a substitute for the action agency; the university is not a welfare bureau. But a university can use the urban laboratory to relate theory and practice in an effort to improve the effectiveness of both.

The university can bring to this task the perspective of reflection and thus focus perhaps more objectively on the options for action. It can be project and problem oriented as it explores action-oriented ideas. It can use the urban area as a focal point for both interdisciplinary and disciplinary efforts. In its education, research, and service roles, however—and whether it is developing its students, updating practitioners, analyzing policies, or performing a particular task—the urban university must realize that it will contribute best in the long run if it helps people to learn to help themselves. The urban university will contribute best if it encourages rather than controls. Flooding the cities with bright interns who "take over" a function does not help those communities in the long run if no one understands how to perform a task or to solve a problem after "the best and the brightest" decide to move on and to glow in another forum.

As members of this committee know, the enactment of this legislation will not mean the dawn of the urban university. Many of our institutions, as President Romberg has noted, have long been committed to doing for an increasingly urban America in the latter part of the 20th century what the great land grant institutions did for a once more rural America in the latter part of the 19th and early 20th centuries.

California State University, Long Beach, is one such institution. As a regional State university—comparable in many ways to Wayne State University, with which you are familiar—Long Beach, in the words of H.R. 7328, "draws a substantial portion of its undergraduate students from among residents of the urban area in which it is located." Specifically, in the spring of 1978 while Long Beach had students from 98 foreign nations, almost 50 States and 54 of the 58 counties of California, the bulk of its almost 32,000 students were from Los Angeles (19,800) and Orange Counties (8,800). The standard metropolitan statistical areas from which we draw are (1) Los Angeles-Long Beach (6,924,000) and (2) Anaheim-Santa Ana-Garden Grove (1,597,000). When combined, only one other SMSA exceeds us, New York-New Jersey (9,974,000).

I think an appropriate question for the committee to consider is the eligibility of an institution to serve two SMSA's when it is on the borderline of one of them. Long Beach is within 1 mile of the Orange County line. When you consider the number of students who attend our university from Orange County—almost 9,000 students—you can readily judge the impact we have on developing human resources in that area.

Long Beach is committed to access; in the spring, there were 15,676 men and 15,660 women; over 23 percent of our students are minorities; 30 percent are married; 40 percent work more than 20 hours per week while they are attending school; most are commuters with only 868—or less than 3 percent—living on campus. Almost one-third of our students are at the graduate level; two-fifths are part time. The median age is 23 with the median age at receipt of the baccalaureate being 26.

Behind those somewhat dry statistics and the foreign and minority students already mentioned are other special programs that encompass 3,500 women over the age of 30 who for the first time have had an opportunity to secure an education, 50 felons and ex-felons in Project Chance, and 150 senior citizens in a special retired taxpayers program which exists at Long Beach and San Jose and which permits these students to take a full academic load for the payment of only $3.

As with many universities in the 1970's, Long Beach has a student population where many young people seek personal as well as cognitive growth. Programs such as educational participation in the community (EPIC) meet both needs by placing 1,000 interns in various community assignments. Project SHARE has students serving as tutors in the urban schools. The Long Beach project now in its eighth year places interns on key city commissions and as aides to elected and appointed officials in city government. Whether "representatives" or "observers," their perspectives change as students relate theory and practice in an urban setting.

Each of the eight major schools (applied arts and sciences, business administration, education, engineering, fine arts, humanities, natural sciences, and social and behavioral sciences) is to some degree involved in the solution of urban problems in its particular area; some more than others. Of the 59 baccalaureate and 50 master and 2-year graduate degrees which Long Beach offers, some such as those in the 27 allied health fields or criminal justice or recreation and leisure studies, have a particular relevance to urban problems. The Bureau of Business Research and Service in the school of business administration has recently completed for the city of Long Beach a series of marketing studies designed to aid in the rejuvenation of the city as a tourist and convention center and to aid it in broadening its industrial base. The dean of business administration serves as chairman of the Long Beach Economic Development Commission. Two weeks ago, 30 representatives of 15 California cities [illegible] with the dean of business administration and the director of the university's center for urban studies to begin the design of a certificate program which would meet the needs of the economic development specialist now in demand in many of our increasingly blighted urban areas. Microbiologists and engineers work on problems of waste treatment disposal. Those in the fine arts are deeply involved in bringing about a cultural as well as an economic renaissance in our urban areas. An on-campus community psychology clinic operates two off-campus satellites (one in the black community and one in the Mexican American community) to aid particular populations. Faculty in comparative literature have worked with senior citizen groups to develop folk life centers in old fire houses. The University Foundation has operated an extensive off-campus senior citizen nutrition program which includes educational and cultural components. The city of Long Beach has jointly funded an on-campus recycling center. Until recently, the city had long funded an off-campus speech and hearing clinic operated by the Department of Communicative Disorders. As a result of Proposition 13's impact on the city and the consequent loss of property tax revenue, last week the city announced that it could no longer fund this clinic.

Particularly interesting is the work of the Graduate Center for Public Policy and Administration which is now in its sixth year. In this short period, the center, which grants the master of public administration degree, has grown to the largest of its type in a public university in the United States. On behalf of the university's commitment to meeting the needs of the its urban community, this center has developed an urban-oriented educational, training, research, and service program. The educational program—the graduate public service degree program—presently serves some 1,700 students.

About 1,400 of these students are already employed, mostly in local government. The degree program provides to these students opportunities for professional and skills development resulting in greater efficiencies and economies in the governmental units in which they are employed. The faculty organized to teach this urban practitioner student body includes some 22 city managers and some 20 senior level, local governmental department heads. I might add that includes some members of the city council so that the legislative perspective, as well as the administrative perspective, is brought to bear in class problems and center programs. A full-time faculty of 10 also include 3 former city managers and other former urban executives. The center has also served as a catalyst for professional societies involved in upgrading urban services. In cooperation with the Los Angeles chapter of the American Society for Public Administration and the Orange County chapter of that society as well as the municipal management assistants of southern California, the center has presented some 9 workshops with approximately 1,900 practitioners in attendance.

These workshops are focused on the theme "Survival of Local Governments in an Unstable Economy." The planning and development of the individual programs has been performed within the local government community. The university has also created a Bureau of Governmental Research and Services, housed within the center, which offers training programs, research, and other services to local government.

To date some 20 institutes have been offered to approximately 750 registrants on such topics as "Management by Objectives," "Revenue Raising Strategies," "Collective Bargaining," and "Youth Employment Programs," and "Budget Management and Controls." *Critique*, a journal on Southern California government, is jointly published by the center and the Los Angeles chapter of the American Society for Public Administration.

Mr. Chairman, I have furnished to the staff director of the subcommittee a set of the brochures of both the institutes and the workshops for the information of the committee.

Research projects have also been developed and conducted, ranging in scope from transportation planning to drug abuse abatement studies. A Community Advisory Board composed of some 22 urban administrators provides continuing input to the center and a separate Research and Training Advisory Committee, composed of 18 urban administrators, provides specialized input regarding appropriate and desirable urban training, services, and research activities for the Bureau.

Mr. Chairman, these are but a few of the programs that institutions such as Long Beach now are offering in their attempt to serve a more urbanized America. The legislation you can enact will encourage a more concentrated and consolidated effort in the search for solutions to urban problems (Urban Experiment Stations can be the late 20th century descendant of the Agricultural Experiment Station).

In undertaking this effort, I hope that the committee will be inclusionary rather than exclusionary. With regard to the latter, very careful—and I hope favorable—consideration, should be given to lowering the threshhold criterion of an "urban area" from "a standard metropolitan statistical area having a population of not less than 500,000 persons."

As chairman of the committee on Federal relations of the 326 institutions of the American Association of State Colleges and Universities, I have had an opportunity to review this matter in depth with a number of my colleagues. AASCU institutions educate one-third of the students who attend colleges and universities offering at least baccalaureate level work. We are concerned that the present SMSA population minimum of 500,000 will deny an opportunity for participation in this much needed urban grant program by a number of institutions ing several States which have "urban" problems by every definition of that word except the large population now specified. Some examples include Montgomery, Ala. (245,600 estimated population in 1975); Wichita, Kans. where, I believe, the committee has held hearings (383,800); Erie, Pa. (269,999); Chattanooga, Tenn. (390,800); Newport News, Va. (360,700); Duluth-Superior in Wisconsin (257,100), among others.

Under the criterion presently in the bill, 35 States would have at least one SMSA which would qualify. By reducing the SMSA criterion to a population of 200,000, six more States (Arkansas, Iowa, Mississippi, Nevada, New Mexico, and West Virginia) would qualify. Nine States (Alaska, Idaho, Maine, Montana, New Hampshire, North Dakota, South Dakota, Vermont, and Wyoming) would not be eligible. Under the 500,000 population criterion, in terms of AASCU institutions, there would be potentially eligible colleges and universities in 51 SMSA's. If the criterion were reduced to a level of 200,000 population, then institutions in an additional 37 SMSA's would be eligible.

Mr. Chairman, I have furnished the staff director of the committee a copy of two tables. Table I lists institutions in the American Association of State Colleges and Universities which are potentially eligible under the 500,000 SMSA population criterion of the proposed Urban Grant University Act. Table II lists institutions in AASCU which would become potentially eligible under a 200,000 SMSA population criterion in the proposed Urban Grant University Act. On that second table, I have listed all SMSA's which go down to 70,000 and between there and 500,000, which I would like to furnish for the record at this point, Mr. Chairman, if I might.

[The tables referred to follow:]

TABLE I

INSTITUTIONS IN THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES WHICH ARE POTENTIALLY ELIGIBLE UNDER THE 500,000 SMSA POPULATION CRITERION OF THE PROPOSED URBAN GRANT UNIVERSITY ACT

SMSA's with population over 500,000	Population 1975	AASCU members within SMSA's
1. Akron, Ohio	676, 500	University of Akron.
2. Albany, N.Y	799, 700	Empire State.
3. Allentown, Bethlehem (Pa., N.J.)	614, 700	
4. Anaheim-Santa Ana, Calif	1, 692, 000	California State Poly-Pamona, California State University, Fullerton.
5. Atlanta, Ga	1, 843, 600	Georgia State University.
6 Baltimore, Md	2, 137, 000	Bowie State College, Coppin State College, Morgan State College, Towson State College, University of Baltimore, University of Maryland, Baltimore County, University of Montevallo.
7. Birmingham, Ala	792, 700	
8. Boston, Mass	2, 937, 000	Boston State College, Fitchburg State College, Framingham State College, Massachusetts College of Art, Salem State College, Lowell University.
9. Buffalo, N.Y	1, 342, 000	SUNY, Buffalo.
10. Charlotte-Gastonia, N.C	605, 900	University of North Carolina, Charlotte.
1. Chicago, Ill	7, 036, 000	Chicago State, Governors State, Northeast Illinois University.
12. Cincinnati, Ohio	1, 379, 100	
13. Cleveland, Ohio	1, 996, 500	Cleveland State.
14. Columbus, Ohio	1, 093, 300	
15. Dallas, Fort Worth	2, 596, 000	North Texas State University, Texas Women's University, University of Texas.
16. Dayton, Ohio	861, 600	Central State University, Wright State.
17. Denver-Boulder, Colo	1, 457, 400	Metropolitan State College.
18. Detroit, Mich	4, 457, 900	Eastern Michigan University, Oakland University.
19. Flint, Mich	518, 900	
20. Fort Lauderdale, Fla	855, 000	Florida Atlantic University, Florida International University.
21. Gary-Hammond, Ind	640, 600	
22. Grand Rapids, Mich	553, 100	Grand Valley State College.
23. Greensboro-Winston Salem, N.C	769, 400	University of North Carolina, Greensboro, Winston Salem.
24. Greenville, Spartanburg, S.C	524, 500	
25. Hartford, Conn	725, 000	Central Connecticut State College.
26. Honolulu, Hawaii	694, 700	West Oahu State College.
27. Houston, Tex	2, 266, 700	Texas Southern University, University of Houston at Clear Lake City.
28. Indianapolis, Ind	1, 149, 800	
29. Jacksonville, Fla	678, 300	University of North Florida.
30. Jersey City, N.J	586, 000	Jersey City State College.
31. Kansas City (Mo.-Kans.)	1, 294, 500	
32. Los Angeles, Calif	6, 975, 000	California State University at Long Beach, Los Angeles, Dominguez Hills, Northridge, and Pomona.

TABLE I—Continued

INSTITUTIONS IN THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES WHICH ARE POTENTIALLY ELIGIBLE UNDER THE 500,000 SMSA POPULATION CRITERION OF THE PROPOSED URBAN GRANT UNIVERSITY ACT—Continued

SMSA's with population over 500,000	Population 1975	AASCU members within SMSA's
33. Louisville, Ky	896, 600	
34. Memphis, Tenn., Arkansas; Mississippi	905, 300	Memphis State University.
35. Miami, Fla	1, 445, 000	
36. Milwaukee, Wis	1, 413, 800	
37. Minneapolis-St. Paul (Minn.-Wis.)	2, 034, 400	Metropolitan State University.
38. Nashville-Davidson, Tenn	756, 900	University of Tennessee at Nashville, Middle Tennessee State University.
39. Nassau-Suffolk, N.Y	2, 643, 000	
40. Newark, N.J.; New Brunswick-Perth	2, 011, 000	Kean State College, Montclaire State College, NJIT, Ramapo State College, Stockton, Trenton State College.
41. Amboy, N.J	593, 000	
42. New Orleans, La	1, 124, 900	
43. New York, N.Y	9, 682, 500	Richmond College, CUNY.
44. Norfolk, Portsmough, Va	777, 000	Norfolk State College, Old Dominion University.
45. Northeast Pennsylvania	627, 300	
46. Oklahoma City, Okla	768, 500	Central State University.
47. Omaha, Nebr	573, 500	University of Nebraska, Omaha.
48. Orlando, Fla	612, 100	Florida Tech University.
49. Philadelphia, Pa.; New Jersey	4, 788, 500	Westchester State, Cheyney State College, Lincoln University.
50. Phoenix, Ariz	1, 270, 000	
51. Pittsburgh, Pa	2, 331, 000	California State College.
52. Portland, Oreg.; Washington	1, 085, 500	Portland State University.
53. Providence, R.I.; Massachusetts	902, 000	Rhode Island College.
54. Richmond, Va	578, 400	Virginia Commonwealth University.
55. Riverside, San Bernardino-Ontario, Calif	1, 220, 000	California State University, San Bernardino.
56. Rochester, N.Y	997, 000	SUNY Brockport, SUNY Geneseo.
57. Sacramento, Calif	885, 200	California State University, Sacramento.
58. St. Louis, Mo.; Illinois	2, 391, 300	Harris State College, University of Southern Illinois at Edwardsville.
59. Salt Lake City-Ogden, Utah	782, 700	Weber State College.
60. San Antonio, Tex	983, 000	Southwest Texas State University, University of Texas at San Antonio.
61. San Diego, Calif	1, 530, 000	San Diego State University.
62. San Francisco-Oakland, Calif	3, 153, 500	San Francisco State University, Sonoma State College.
63. San Jose, Calif	1, 188, 000	
64. Seattle-Everett, Wash	1, 396, 000	
65. Springfield-Chicopee-Holyoke, Mass.; Connecticut.	549, 000	
66. Syracuse, N.Y	643, 600	SUNY-Oswego.
67. Tampa-St. Petersburg, Fla	1, 373, 000	University of South Florida.
68. Toledo, Ohio; Michigan	769, 900	Bowling Green, University of Toledo.
69. Tulsa, Okla	578, 100	
70. Washington, D.C., Maryland, Virginia	3, 107, 900	University of District of Columbia, George Mason.
71. Wilmington, Del.; New Jersey, Maryland	523, 500	
72. Youngstown, Warren, Ohio	536, 500	Youngstown State.

TABLE II

INSTITUTIONS IN THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES WHICH WOULD BECOME POTENTIALLY ELIGIBLE UNDER THE 200,000 SMSA POPULATION CRITERION OF THE PROPOSED URBAN GRANT UNIVERSITY ACT

State	City	Population	Institution
Alabama	Montgomery	245, 600	Alabama State University.
	Huntsville	287, 000	University of Alabama at Hunstville.
	Mobile	391, 600	University of Southern Alabama.
Alaska	Anchorage	155, 400	University of Alaska, Anchorage.
Arizona.			
Arkansas.			
California	Bakersfield	341, 500	CSC, Bakersfield.
	Modesto	212, 000	CSC, Stanislaus.
	Fresno	445, 000	CSU, Fresno.
	Oxnard-Ventura	430, 000	CSU, Northridge.
	Santa Rosa	241, 000	Sonoma State College.
Colorado	Greeley	103, 700	University of Northern Colorado.
	Pueblo	123, 500	University of Southern Colorado.
Connecticut	New Haven	416, 600	Southern Connecticut State College.
	Danbury	129, 100	West Connecticut State College.
Florida	Tallahassee	145, 900	Florida A & M University.
	Pensacola	269, 200	University of West Florida.

TABLE II—Continued

INSTITUTIONS IN THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES WHICH WOULD BECOME POTENTIALLY ELIGIBLE UNDER THE 200,000 SMSA POPULATION CRITERION OF THE PROPOSED URBAN GRANT UNIVERSITY ACT—Continued

State	City	Population	Institution
Georgia	Albany	104, 900	Albany State College.
	Savannah	199, 600	Armstrong State College. Savannah State College.
	Augusta	281, 700	Augusta College.
	Columbus	224, 600	Columbus College.
Idaho	Boise	126, 000	Boise State University.
Illinois	Bloomington	115, 800	Illinois State University.
	Springfield	179, 500	Sangamon State University.
Indiana	Muncie	130, 600	Ball State University.
	Terre Haute	174, 700	Indiana State University.
	Evansville	289, 200	Indiana State University, Evansville.
Iowa	Waterloo	129, 600	University of Northern Iowa.
Kansas	Wichita	383, 300	Wichita State University.
Kentucky			
Louisiana	Lake Charles	151, 000	McNeese State University.
	Monroe	124, 700	N.E. Louisiana University.
	Lafayette	128, 100	University of S.W. Louisiana.
Maine	Portland	175, 000	University of Maine, Portland-Gorham.
Maryland.			
Massachusetts	Fitchburg	100, 300	Fitchburg State College.
	New Bedford	163, 100	Southeastern Massachusetts University.
	Worcester	381, 000	Worcester State College.
Michigan	Saginaw	228, 300	Saginaw Valley State College.
	Kalamazoo	269, 700	Western Michigan University.
Minnesota	Fargo-Moorhead	125, 000	Moorhead State University.
	St. Cloud	145, 600	St. Cloud State University.
Mississippi	Jackson	289, 800	Jackson State University.
Missouri	St. Joseph	97, 800	Missouri Western State College.
	Springfield	186, 600	Southwest Missouri State University.
Montana	Billings	93, 800	Eastern Montana College.
Nebraska.			
Nevada	Las Vegas	348, 000	University of Nevada at Las Vegas.
New Hampshire.			
New Jersey	Trenton	312, 000	Thomas Edison College.
New Mexico.			
New York	Utica/Rome	340, 800	SUC Utica/Rome.
North Carolina	Fayetteville	147, 400	Fayetteville.
	Raleigh-Durham	484, 800	North Carolina Central University.
	Asheville	165, 600	University of North Carolina at Asheville.
	Wilmington	129, 600	University of North Carolina at Wilmington.
North Dakota.			
Ohio.			
Oklahoma.			
Oregon.			
Pennsylvania	Harrisburg	428, 100	Pennsylvania State University Capitol Campus.
	Erie	269, 000	Edinboro State College.
	Lancaster	336, 500	Millersville State College.
	Johnstown	267, 100	University of Pittsburgh at Johnstown.
Rhode Island.			
South Carolina	Charleston	351, 100	The Citadel, College of Charleston.
South Dakota.			
Tennessee	Clarksville	129, 300	Austin Peay State University.
	Johnson City	387, 000	East Tennessee State University.
	Chattanooga	390, 800	University of Tennessee at Chattanooga.
Texas	San Angelo	72, 900	Angelo State University.
	Beaumont	347, 100	Lamar University.
	Wichita Falls	130, 500	Midwestern State University.
	Corpus Christi	303, 300	Texas A & I University at Corpus Christi.
	Laredo	81, 000	Texas A & I University at Laredo.
	Lubbock	192, 000	Texas Tech University.
	Amarillo	151, 800	West Texas State University.
Utah.			
Vermont.			
Virginia	Newport News	360, 700	College of William and Mary.
Virgin Islands.			
Washington	Spokane	296, 000	Eastern Washington State College.
West Virginia	Huntington	287, 500	Marshall University.
	Stenbensville	162, 900	West Liberty State College.
	Charleston	257, 000	West Virginia College of Graduate Studies, West Virginia State College, West Virginia Institute of Technology.
Wisconsin	Eau Claire	119, 700	University of Wisconsin, Eau Claire.
	La Crosse	80, 900	University of Wisconsin, La Crosse.
	Appleton	286, 800	University of Wisconsin, Oshkosh.
	Kenosha	122, 000	University of Wisconsin, Kenosha.
	Duluth-Superior	257, 100	University of Wisconsin, Superior.

Dr. HORN. In conclusion, Mr. Chairman, let me stress that this legislation does more than simply provide an opportunity to improve on the existing education, research, and service activities of many already functioning "urban" universities and to offer a potential for others to follow suit. In a time of continued public concern about "government" by the "governed," public higher education has been and continues to be particularly vulnerable. In a time of books and media programs appearing on "Who Needs College?" the Urban Grant University Act holds great potential for restoring the relevance of the university in the public mind. There is a growing realization that we are more and more attempting to meet the needs of the so-called nontraditional students. If this act were enacted, the university would perhaps also be broadly perceived as useful in bringing about tangible improvements in the quality of urban community life.

A further benefit of the legislation before you would be the continued decentralization of attempts at urban problem resolution. Universities would be encouraged to work within the context of the local urban situation to design treatments which are tailored to the specific dimensions of individual situations.

Besides this encouragement, focus, and recognition, funding is—of course—essential. No one need to detail to this subcommittee the financial realities of American higher education or to a Member of Congress the financial plight of much of urban America. Both cities and universities are becoming increasingly incapable of supporting the type of urban effort that is needed if we are truly to build a better America.

California's greatest Governor, Hiram W. Johnson, whose rise to political prominence began here in San Francisco, suggested in 1912 that we "forget for a moment how to make men richer, and think how to make men better." The effective implementation of the Urban Grant University Act will hopefully enable all people who live in our urban areas to lead better, fuller and richer lives.

Mr. Chairman, I would like to include in the record the copy of an article which I wrote for the September 1977 issue of the Phi Delta Kappan, entitled "Opportunities for the Urban Public University."

Thank you for this opportunity to appear before you.

Mr. FORD. Without objection, the prepared remarks of Dr. Horn, together with the attachments and insertions that he has made reference to have been inserted in full in the record.

Now we have President Greenlee of California State University of Los Angeles.

STATEMENT OF JOHN A. GREENLEE, PRESIDENT, CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Mr. GREENLEE. Mr. Chairman, it is indeed a pleasure to be able to testify at this session. I appreciate very much the opportunity of doing so. It is almost like a dream to me because 10 years ago at this time I was sitting on Manhattan Island in the midst of the demonstrations for the national elections of that year, forming the urban affairs committee for the American Association of State Colleges and Universities. One of the things we proposed at that time was the establishment of urban grant universities. It has been a long way down the pike from urban affairs committee and the American Council of Education and others on which I have served to this very fine day.

Mr. Chairman, members of the subcommittee, California State University, Los Angeles, strongly supports H.R. 7328, the Urban Grant University Act as supported by Chairman Ford and many members of the California delegation.

California State University, Los Angeles, is located amidst one of the Nation's largest concentrations of minority populations. With a quarterly enrollment averaging 24,000 individuals, 17.4 percent are of Asian origin, 16 percent are black, 22 percent are Hispanic, and 46 percent are Caucasian. In our service area, the Hispanic population comprises 20 percent, blacks 14 percent, Asian 3 percent of the population. The Los Angeles Times, on February 27, 1978, estimated that by 1980 the Hispanic population will make up 29 percent of county population, 28 percent of city population, blacks will make up 22 percent of city population by 1980. It is this diverse group of students which we are dedicated to serve and to which our programs offer the opportunity for advancement in our social order.

California State University, Los Angeles, is typical in many respects of the largest public universities located in urban centers serving primarily urban students. In 1978 we granted 4,100 baccalaureate and 1,100 graduate degrees. Degrees have been granted over the past 30 years. Our alumni totals 77,000 of whom 90 percent live within the Los Angeles urban area.

All our students are commuters, 80 percent are employed, 51 percent are female, 43 percent are married, of whom one-third support dependent children. In response to the needs of these students and the communities from which they come, the campus has developed urban outreach programs designed to admit and retain ethnic minorities through such nontraditional programs as an educational opportunity program directed toward the recruitment and maintenance in studies of disadvantaged students who lack educational opportunity; educational participation in communities which gives students an opportunity for volunteer work in social service and mental health agencies in the community; a student parole program which is based upon the recruitment and enrollment of persons about to be paroled or paroled from the State institutions of California; a higher education incentive program in which peer counselors work with counselors of 24 neighboring secondary schools for the purpose of increasing the interest of secondary students from very disadvantaged neighborhoods in higher education, and a model cities program which involves special social service activities.

The university has enlisted the voluntary participation of over 500 community persons as members of advisory committees and boards whose input is influencing the restructuring and development of educational programs and services.

As further demonstration that California State University, Los Angeles, is operating now a comprehensive, multidisciplinary plan for education, research, and service programs in urban affairs, five well-established interdisciplinary projects are cited:

One. The associated clinics bringing clinical services for autistic and other exceptional children, speech clinic, psychological services, and social services to the communities served by the university on sites in the area, as well as in a campus center. This is fully funded by the university.

Two. The national dissemination and assessment center for bilingual and multicultural materials, funded by the university and the Department of Health, Education, and Welfare.

Three. The small business institute, taking students on site in minority businesses for management and accounting services, funded by a grant from the Small Business Administration.

Four. The institute for governmental management, carrying out service and research projects in cooperation with the 59 cities in our service area, funded by the university and the cities.

Five. The center for business and society, funded by the university and the Greater Los Angeles Chamber of Commerce, developing videotaped instructional materials in the area of business ethics.

California State University, Los Angeles, regards H.R. 7328 as essential if higher education is to deal effectively with urgent urban problems through cooperative efforts of the scientific, humanistic, and technical resources of the universities and the municipalities "where the action is."

Thank you very much.

Mr. FORD. Thank you very much.

Without objection, the statement of Dr. Greenlee has been inserted into the record.

Our next speaker is Dr. Sam Kelly, special assistant to the president of the University of Washington at Seattle.

STATEMENT OF SAM KELLY, ASSISTANT TO THE PRESIDENT, UNIVERSITY OF WASHINGTON, SEATTLE

Dr. KELLY. Mr. Chairman and members of the subcommittee, I am Samuel Kelly, assistant to the president of the University of Washington.

Dr. Hogness was unable to be here. He is in the East and asked me specifically, Mr. Chairman, to convey his heartfelt appreciation for your sponsorship of this bill.

It has been my pleasure over the past 2 years to represent the University of Washington at the various CUPU meetings held in Washington and Chicago and to participate in the development of the Committee of Urban Program Universities resulting in the introduction of H.R. 7328, the bill on which you are taking testimony today. Moreover, I had the distinct pleasure of meeting with various members of the congressional delegation of the State of Washington, who are extremely supportive and enthusiastic about the possibility of urban grant legislation and the specific conceptual aspects of the Urban Grant Act. I had the honor of briefing Senator Warren Magnuson, Representative Joel Pritchard, Representative Lloyd Meeds, and members of the Washington State Legislature and Seattle city government on various aspects of this bill.

I am acutely aware, Mr. Chairman, of the erudite testimony presented by the Executive Committee of CUPU and many of our sister universities represented here today, and the extent to which you have been addressed regarding the impact of the urban grant bill on the cities and universities across the Nation. I think there is little I can add to the eloquent testimony of my colleagues today, or the testimony of those from whom you have heard earlier, President Magrath of Minnesota, President Miller of Louisville, Chancellor Baum at Wisconsin-Milwaukee, ex-chancellor Gelino of Boston Harbor. However, I can uniquely describe the current situation at the University of Washington, one of the Nation's top 20 universities.

Mr. Chairman, appended to the brief statement I shall make is a rather detailed profile of the university, entitled "The University of Washington in Perspective." Permit me, in somewhat succinct language, to summarize some attributes of our school before speaking with greater specificity to selected resources that possibly could be brought into the fight against urban decay as a result of the passage of the bill.

The University of Washington was founded in 1861. It is the largest single campus university west of the Mississippi, and the oldest corporation in the State of Washington. It is housed on 680 acres, has a student body of approximately 37,120, and a staff of 15,000, including 1,500 faculty.

In spite of inflation and the economic downturn which resulted in severe budgetary erosion, we seem to all have that problem, the current biennial budget of the university is $625 million, with about $280 million of that sum in State appropriations, and the remainder from Federal grants and contracts, tuition, and local revenue. Indeed, during the past 8 years the University of Washington has been among the top five universities in the receipt of Federal grants and contracts. Our university is unusual with specific regard to its student population, since 12 percent of the university students are of minority descent. This is all the more remarkable when one understands that minorities comprise only 7.9 percent of the total State population. Sc there has been a very remarkable commitment to minority students. It is indeed an urban university in every sense of the word.

The University of Washington's 198 different fields of study are graced with one of the most distinguished faculties of any major university in our Nation. Its students cram into more than 100 departments, schools, colleges, graduate and professional schools housed under its umbrella; 64 percent of its undergraduate population comes from the Seattle metropolitan area. In 1978, 2,500 graduate and professional students and 5,500 undergraduate students were awarded a variety of degrees.

As testimony to its academic excellence, a University of Maryland survey of 35 State universities ranked the University of Washington among the top 6 in the quality of its research programs. It is ranked among the 20 most prestigious institutions, public or private, in the Nation.

The fact that the university has met the criteria as an urban university as delineated in the bill, notwithstanding, we are not interested in pursuing urban grant legislation merely as a factor in curriculum development and research. Mechanisms for implementing that mission are already in existence. However, the University of Washington is also committed to another important mission and that is the delivery of services and the promotion of research affecting the central city, acting in a joint partnership with the city and other municipalities in an effort to dispel the turmoil and strife, which has beset Seattle, as well as many other cities in the Nation.

Mr. Chairman, the University of Washington is extremely enthusiastic about the passage of this bill. With specific reference to what is happening at our institution currently, and the impact of the bill on the Seattle metropolitan area, allow me now to comment on the demonstrated interests, energies, and talents of our diverse faculty, whose intellectual insights and empirical research capabilities can be harnessed in an effort to eradicate the gnawing problems of our cities.

The University of Washington programs in the health sciences contribute in a very remarkable way to the greater metropolitan area of Seattle and to the State and, indeed, to humankind worldwide.

There are some specific things that I have delineated in the total papers. I refer to the Harborview Burn Center services for accident victims on both an emergency and rehabilitative basis. There is much more in your paper on that issue.

I have also talked about the diabetes center that we have and the work they are doing in the community nad particularly in the central city.

Our dental school is involved with several meaningful programs in the city.

Both the society and the economy are reaping benefits from the University of Washington Pain Clinic, the first in the world. More is in your paper pertaining to that.

I have spoken specifically to the School of Public Health and Community Medicine and I will not bore you with the details since your paper covers that in detail.

Aside from the health sciences and related medical areas, we are involved in a host of urban activities in other schools and colleges which beg for additional support in our quest to fight the problems in the cities.

We have a center of law and justice. This multidisciplinary center provides a number of services to the criminal justice system, researchers, and the urban community by serving as a focus of: (1) basic, applied, and evaluative research; (2) education and training; (3) planning and consultation. Resources from this bill could allow the center for law and justice to increase the involvement and commitment of the university faculty members in an effort to understand and solve the major urban problems, juvenile delinquency, and adult crime. In particular, the House resolution would make faculty time available to community agencies and practitioners for program planning, implementation, and evaluation.

I would specifically like to skip a few of the others that you have before you and move to a program that is considered, at least by those who know something about educational opportunity, one of the finest in the Nation. That is the educational opportunity program at the university. I know a little bit about that since I was its first vice president for 6 years plus.

The University of Washington 8 years ago was one of the few major universities in the country to create a vice presidential position specifically oriented toward serving the needs of minority and economically disadvantaged white students as well. It was my pleasure to build that program for a period of 6 years plus. This program is the result of a strong commitment from the board of regents, as well as the unswerving support of President Emeritus Charles Odegaard, and President John Hogness.

Since 1968, the university's educational opportunity program has been the great catalyst for the production of minority and disadvantaged white undergraduate and graduate degree holders. During the past 7 years, 1,497 students have matriculated through the EOP program and have obtained undergraduate and advanced degrees. For a variety of economic, social, and demographic reasons, the University of Washington has become the center for educational opportunity in the Northwest. During the 1976–77 academic year, 67 percent of all minority students, Asian-American, black, Chicano, Native American, attending 4-year colleges and universities in the State of Washington, were in attendance at the University of Washington. At the graduate and professional level, the University of Washington served 80.4 percent of all minority graduate and professional students in the State of Washington.

A highly dedicated EOP staff developed many innovative programs such as the reading and study skills centers and things that are necessary to perform some mission of catching up with specific regard to students perhaps not prepared as well as they should have been.

Urban grant legislation could make funds available to continue research into the importance of tutorial and supportive services to the success of minority and economically disadvantaged students at our school.

The unexcelled positive effect of a college education on these disadvantaged students, and, in turn, their contribution to the communities from which they came, is the legacy which I hope to leave the university for some time to come.

Mr. Chairman, it is a fact known to practitioners in the field that most urban universities are, by and large, the accidents of geography and history and owe their designation as urban universities primarily to the fact that they grew up in the cities. I believe Professor Medsker, formerly at Berkeley, argued that point with remarkable persuasion. Few of the schools have marshaled their resources in a very meaningful way to attack urban ambience and the problems of the urban poor. I am acutely aware that as a result of past testimony you have been inundated with the analogy of the Morrill Act of the 19th century and their subsequent success in attacking the problems of rural America, including the Dust Bowl situation and the like, and the possibility of a similar partnership being formed between the cities and the Committee on Urban Program Universities as a result of the urban grant bill.

The simple fact is that, as a whole, higher education in America, and universities in particular, have not responded to an extent commensurate with their resources to resolve the problems of our cities. At the University of Washington, we believe the time is now, and that the framework of the urban grant bill will be a monumental step forward in filling the void which currently exists with respect to the underutilization of university talent and intellectual repositories, which must be directed toward resolving these critical socioeconomic problems.

In my view, and you heard testimony earlier from President Gullen, of Wayne State, words that are most appropriate:

> **We see the main asset of this legislation in the fact that it addresses itself to a structural need of urban America which is only partially being met, and which is essential if the scientific and technical resources of the university are to be effectively used in dealing with our urban problems. The fact is the urban university can provide a meeting point between modern knowledge and urban practice.**

Moreover, it is our studied opinion that the University of Washington, with its outstanding faculty and comprehensiveness of programs, can make a unique contribution to the resolution of difficult and complex problems which the city of Seattle and the greater metropolitan area have faced for a considerable period of time.

We are optimistic, Mr. Chairman, that the passage of the urban grant bill will be one significant step toward refuting the testy historical observation of Clark Kerr that "universities are in the urban setting, but not part of it."

I am deeply honored to have had this opportunity to testify before you today. I implore you to continue the meaningful and courageous work which you have begun with respect to the further development and passage of this legislation.

I thank you, Mr. Chairman.

Mr. FORD. Thank you very much.

Without objection, your prepared statement has been inserted in full in the record.

We now have Dr. Gail Fullerton, executive vice president of San Jose State University.

STATEMENT OF GAIL FULLERTON, EXECUTIVE VICE PRESIDENT, SAN JOSE STATE UNIVERSITY

Dr. FULLERTON. Mr. Chairman, I am Gail Fullerton, executive vice president of San Jose State University. I appreciate very much this opportunity to present my views. I hope I am speaking to the same legislation everyone else is. The one I received is numbered H.R. 7697. I understand it has the same content as H.R. 7328.

Mr. FORD. I will say for the record that we have now been joined by well over 50 Members of the House in cosponsoring this legislation. While the hearings refer to H.R. 7328, which is sponsored by a number of the Members, both Democratic and Republican, on the Education and Labor Committee, H.R. 7696, H.R. 7697, H.R. 7698, H.R. 7742, H.R. 8062, H.R. 10045, H.R. 10782, H.R. 12751, and H.R. 13115, are all identical bills introduced as time has passed by other Members wishing to cosponsor the legislation. They are all identical in every respect.

Dr. FULLERTON. Thank you for clarifying that.

Mr. FORD. I might observe that perhaps the reason you are working on H.R. 7697 is that that is the on Mr. iMneta is a cosponsor of.

Dr. FULLERTON. That is probably the reason. That is the source of the copy I did receive.

During the last academic year, the associated students of San Jose State University, through their elected representatives on the student council, voted unanimously to support the Senate version of the Urban

Grant University Act. The present president of the student council and the vice president told me yesterday that if they had only had this in front of them they would have voted for that too. So I am speaking not only for the administration and employees of San Jose State, but for our students as well. I am here to speak in favor of the legislation as it is written. I perceive that at least at one point I would differ somewhat from Dr. Horn on this, except that I would urge that the advisory council have some student members, students who live in urban areas and attend universities located in urban areas. we have found that the addition of students at many levels to our advisory board and even our board of trustees has added a very valuable dimension.

The definitions, as presently set forth in H.R. 7697, are important to the goals of this legislation. I urge you to retain them. The definition of urban area as meaning a standard metropolitan statistical area of not less than 500,000 persons, I believe, should remain. Size does matter. Our largest cities have become reservoirs of disadvantaged Americans, people who came to the city in search of jobs or a better life or whose parents or grandparents were driven out of rural areas by the mechanization of agriculture, Americans who have become, in spite of all the bold programs of the sixties, a permanent underclass of urban poor. Smaller satellite cities have few such concentrations of impoverished minorities.

The large metropolitan area has problems with transportation, with health care delivery, with crime and violence, that differ not only in magnitude, but often in kind from the problems of smaller or suburban cities. If the definition of urban area were altered so that small cities were also classified as urban areas for the purpose of this program, most universities in the United States would be found to be located in an urban area. If nearly all universities qualified for urban grant funds, the $25 million that has been earmarked would be spread so thin that it probably would have little impact in any city. There needs to be a focused effort to create a significant result which perhaps could later be the justification for enlarging both the dollars involved and the definition.

Second, I urge that you retain the definition of "urban university" as presently stated in H.R. 7697. This definition is important if the purpose of the legislation is to be achieved. That purpose is clearly defined in section 141 as the application of the reservoir of skills, talents, and knowledge that exists within the Nation's urban universities toward the amelioration of the problems that exist in the Nation's urban centers. The definition of "urban university" needs to be evaluated in terms of this statement of purpose.

The university that I represent fits your definition closely, which is perhaps the reason that I like your definition. But using San Jose State University as an example, I would like to point out why the present definition is essential to the basic purpose of the legislation as defined in section 141.

First, urban university is defined as an institution of higher education which is located in an urban area. This brings us back to the definition of urban area. San Jose State University is in a city that exceeds by many thousands the 500,000 specified. It is, moreover, the only publicly supported university located in Santa Clara County, which has a total population of more than 1,200,000 persons.

Not only is the university located in a large urban area it is, in fact, on the edge of the old central business district of the city of San Jose. The downtown area has suffered deterioration and blight, even city hall moved out a decade or more ago, but it is presently in the throes of urban redevelopment. To some degree, redevelopment has meant that problems of transient alcoholics, of prostitution, of crime, have simply been pushed out of the downtown into the immediate environs of the campus.

One block east of our campus is a neighborhood, once it was fraternity row, but it now houses more than 50 board-and-care homes for developmentally retarded or emotionally disturbed patients, the largest concentration of community mental health facilities in the Santa Clara Valley. Many of these are well run, but some provide little more than custodial care.

The grade school one block north of the campus has a high proportion of pupils from poor, Spanish-speaking families. A little further east is a neighborhood that is called by the Mexican Americans that live there in Sal Si Puedes: "get out if you can." There is also a high proportion of elderly poor of all ethnic backgrounds in the immediate neighborhood of the San Jose State University campus. As in many other urban centers, large numbers of elderly persons have found that the deteriorated downtown area contains the cheap hotels that may be all they can afford in their last years.

On the periphery of our campus, our students encounter the poor, the elderly, the transient alcoholics, the emotionally disturbed, and the children of the barrio. There is also an enclave of middle-class families near the campus. There are within a short walking distance of the university a growing financial district, a porno district, and an elegant center for the performing arts. We are, in short, in the middle of a city, with the urbanity and the ugliness that have coexisted in real cities since cities first rose along the Nile.

The second definition, urban university means an institution of higher education which draws a substantial portion of its undergraduate students from among residents of the urban area in which it is located. This second part of the definition is also important to the purposes of the legislation. Our students are not a transient population who come to our campus for a few years of their youth and then move on. San Jose State University draws more than 80 percent of its students from the urban county in which we are located. More than 90 percent of our students are commuters. More than 80 percent of our graduates will live within a radius of 50 miles from the campus. We serve the population of the urban area where we are located.

Incidentally, when we were located there 100 years ago, it was not an urban center, it was a small agricultural town. The university has grown with the city.

Urban university, the third part of the definition, means an institution of higher education which carries out programs to make postsecondary education opportunities more accessible to students living in such urban area. All our degree programs are open to part-time students and thus afford an opportunity for men and women who must work fulltime to support their families to complete degree programs and enhance their professional careers. All but 2 of our more than

50 graduate and professional programs can be completed in the late afternoon and evening hours.

Reentry counseling for older students is available in the evening as well as the day. Through economic opportunity programs and a variety of outreach activities, San Jose State University encourages disadvantaged students to enter the university. The average student at San Jose State is more than 27 years of age. More than half of the students are women. Thus the student body at San Jose is composed heavily of persons in their middle or late twenties with families to support and who commute to the campus daily. This is not the traditional student body that is composed of students 18 to 22 years of age, most of whom are dormitory residents. We have several thousand such students, to be sure, but the majority of our nearly 28,000 students would be considered nontraditional in some sense of the word. Most are mature adults who are permanent members of the surrounding urban area.

The fourth part of our definition of urban university means an institution of higher education which has the present capacity to carry out urban-oriented education, research, and service activities. There are a wide range of existing programs at San Jose State University that have a proven capacity to carry out urban-oriented education, research, and service activities. I will stop and give you a few examples. Our department of nursing is in the second year of development of a program at the master's level to prepare gerontological nurse specialists. This program will prepare registered nurses to deliver primary health care services to the aged in the area served by San Jose State University. This program will utilize interdisciplinary campus and community resources to develop a new approach to the delivery of health care to the aged.

Our school of social work has a number of teaching-learning centers located off-campus in the barrios of east San Jose, where students work directly with the Mexican American or Chicano community. School of social work programs encompass a variety of direct internship experiences, some of them working with aged Mexican Americans in a housing project, many of whom speak no English—this is a bilingual social work program—some of them are focused on child and family service programs, and some are providing management skills to the operators of community mental health facilities. We found that those many board and care homes located east of us were often run by persons who had little professional skill. We began working with them to try to upgrade their skills to improve that level of health care.

Our department of chemistry has a contract with the Santa Clara Valley Water District to monitor the levels of radioactivity in the discharge from the tertiary sewage treatment plant. The water district is able with its own facilities to test for bacteria and other living organisms in the waters to be discharged into the bay or to be returned for agricultural use. But there are a number of industries in the valley that discharge wastes into the sewer system that could potentially include radioactive materials. We have the instrumentation in our nuclear science facility to provide such monitoring for the water district and have had a series of contracts to do so.

Our department of meteorology has research grants that fund monitoring of the air quality not only of San Jose, but of the entire bay area. Air quality and water quality are critical problems for an urban area and we are pleased that our talented faculty and our laboratory facilities make it possible for San Jose State University to help our urban area address these problems.

The next section, (E), states that urban university means an institution of higher education which offers a wide range of professional or graduate programs. I know that this part of your definition has been criticized. However, graduate programs are not necessarily doctoral programs. Assuming that master's level programs are equally intended by this wording, I support this part of the definition. The more than 50 master's and professional programs offered by San Jose University include many that are specifically urban oriented. I have already mentioned the master's degree program in nursing that will provide a nurse specialist in gerontology, and the master of social work program. We also offer the master of urban and regional planning, master of public administration, and a wide variety of master of arts and master of science degrees, many of which have as their function the educating of professionals who will serve the urban area. For example, the department of psychology offers a master of science degree in community and clinical psychology that prepares professionals for community-based mental health treatment programs. In a sense, master-level programs may be most appropriate for an urban grant program, for their focus tends to be on the practitioner rather than on the pure researcher.

On the other hand, a 4-year liberal arts college offering only baccalaureate programs might lack the specialized facilities and faculty, and the advanced professional students required to make a significant impact on urban problems.

The last part of your definition is that an urban university means an institution of higher education which has demonstrated and sustained a sense of responsibility to such urban area and its people. Most of what I have just reported regarding the variety of community-oriented programs indicates that San Jose State University has a demonstrated and sustained sense of responsibility to the urban area of which we are a part. At present I am myself a member of a committee on downtown mobility that is conducting a study jointly sponsored by the city of San Jose and the county of Santa Clara with the goal of improving mass transit to the downtown area. I am also a member of the university zone task force created by the city council of San Jose at the request of the university to examine the complex of interrelated problems, from land use to public safety, that plague the university area and the surrounding urban core. I mention this only to indicate that administrators as well as faculty and students at San Jose State University are involved with the problems of our urban area.

Finally, you may wonder why, if we are already doing all of these things, why we need a Federal Urban Grant University Act. The simple answer is that without such a program many of the projects in which we are presently engaged may soon be curtailed.

Our budget is driven by enrollment. One professor teaching a lecture class in a large hall can generate a high return in enrollment and thus in fiscal support. That same professor supervising interns in a community mental health setting, for example, may be able to supervise only 10 or 12 students. The kind of program we are talking about is expensive because it is labor intensive. In the years past, we had high enrollments and could afford to let the large classes carry the small internship and field-based programs. In the years ahead as enrollments stabilize or decline, as they are expected to do, we may no longer be able to afford the field-based programs we now offer to the urban community.

Some of the programs I have described are dependent on funding by the local community, such as the monitoring of the discharge from the tertiary sewage treatment plant for radioactivity. Local governments are going to have fewer fiscal resources in the future. And some of the programs I have described are already funded by Federal dollars, but from a variety of agencies such as the National Institute of Health, the Bureau of Education of the Handicapped, and the National Science Foundation. We have had to take a cafeteria approach to problem solution, applying to an array of funding sources. We have no way at present to coordinate our urban programs.

A few years ago, San Jose State University and the city of San Jose tried to create an urban affairs institute that would have coordinated internships and activities jointly initiated by the university and the city. We were unable to obtain funding for this project and the institute exists only on paper.

In summary, the alabaster cities of America the Beautiful are stained by pollution and human tears. One of the lessons of the sixties was that we cannot solve urban problems simply by throwing money at them. We need to involve skilled, caring people as well as dollars. The urban universities have the reservoir of talent and the facilities to address many of the needs of our cities. H.R. 7697 will provide the funding to enable us to apply our skills, talents, and knowledge in a systematic and sustained manner to the problems of our troubled cities. I urge your approval of this bill as it is written. We would be proud to participate in such a program.

Thank you.

Mr. FORD. Thank you very much.

As you can see, the testimony here illustrates one of the dilemmas to be confronted by the committee considering this legislation in this simple question of the definition in terms of size of the standard metropolitan statistical area that would be the host to this legislation's concept of the urban university.

It is very clear from the definition, or at least it seems that way to me, that we have tried to address the first instinctive reaction that people have to the term urban university being any college or university located in an urban area. One section of the bill is referred to as the Harvard provision which very clearly indicates that we don't contemplate a school with the national and international drawing power that that institution has as the kind of institution we are talking about.

When we first looked at the legislation that was introduced, we felt, in the interest of achieving concentration, that the 500,000 population figure for a standard metropolitan statistical area made a lot of sense. It is interesting that it is sort of a magic breakoff point. But as people round the country looked at the legislation, they found that, while they met all of the other criteria for being an urban university within the meaning of this act, the numerical requirements caused the problems. As you just indicated, Dr. Fullerton, San Jose State, when it first started, was a little school in a small town and things changed very rapidly. This kind of urbanization has been occurring fairly consistently throughout the United States since World War II. Not everywhere have we seen the growth that California has seen, but it is a phenomenon that continues to occur in different parts of the country. We see a remigration to the South from the Midwest with older cities in the Northeast and the Midwest losing population back to the parts of the country that had for generations been contributing large numbers of their young people who were coming to seek employment. We see areas in the South that we hadn't thought of as urban centers before very much involved.

The hearings we had in Birmingham, Ala., with Congressman Buchanan were quite revealing to me having lived in the Midwest all of my life. I saw that Birmingham has in every way virtually all the characteristics of a Detroit or a Pittsburgh. When you examine it through the eyes of the people who talked to us during that hearing with the perspective of the univeristy and the university-related activities, it became very clear that if you were to describe Wayne University in Detroit and the University of Alabama at Birmingham in the terms of what this legislation attempts to reach, they would be indistinguishable if you didn't use names and location. It was on the basis of this kind of experience that some of us began to rethink the preconceptions we had about where urban problems were to be found and where institutions likely to be responsive to urban problems and likely to be in a position to predict directions for future correction of those problems might be.

The staff and President Horn have already spoken about the proportions that are involved in making a change in the standard metropolitan statistical area with respect to the public institutions by taking all institutions that might qualify, either individually or as part of a consortium within an urban area that might qualify. There were some interesting things that happened. To reach the additional few States that are reached by dropping the number, it is amazing how far you have to drop before you make much of a change. If we drop the SMSA figure from 500,000 to 200,000 here in the State of California, it changes the number of institutions that we think numerically meet the requirements of the act from 31 to 36. Not much of a dramatic change for that kind of dramatic drop in the figures.

When you look at the figures that President Horn gave us with the States that would qualify with their State colleges and universities, we find that that holds true whether you measure it only with the State institutions or whether you measure it with all institutions. In fact, when we drop to 200,000 we still leave nine States where presumably they will never have urban problems in the view of this legislation.

If one thinks of what has happened in the last 20 years in what we refer to as the Sunbelt, you recognize that that kind of a decision would be a very temporary sort of thing.

This concept is patterned on the concept of the Morrill Act of 1862. We want people to understand that this is exactly as witnesses have described it today in response to the idea that in 1862 the focus of the American people, as reflected in Congress, even with the Civil War to deal with, was on the problems of an agricultural economy and the people who were living in an agricultural setting. This country, in fact, from the perspective of most people, was going to depend for a long time to come on whether or not we were able to devise a system to have intelligent educated decisionmaking with respect to our principal mode of life and our principal economic base.

Over the years the population of the United States, being a free country, has changed very dramatically in terms of what people believe they want in the American dream. Our role in the world has changed. Our structure has changed so that the probability remains that, when we are dealing with these figures, we are kind of guessing about where we will be in another decade or longer. That is one of the reasons why some of us have become more sympathetic to broadening this legislation than we were before. It will be difficult to explain, even though the nine States are easy to recognize, how you can have a piece of legislation intended to have national impact that completely leaves out nine States because they don't meet any more than one or two of the criteria involved. That is perhaps going to be a political decision, as much as any other. It is not the easiest thing in the world to pass legislation in a body such as the Congress that leaves too many people out. We don't always represent national interests, but States and constituents. When one looks at the positions particularly of some of the Senators involved and wonders about funding this legislation in the future, the wisdom of broadening the base becomes even easier to understand. I would not like to leave West Virginia out under any circumstances and then try and get money for this legislation.

We also have had called to our attention the particular circumstances of a couple of the schools we referred to as traditionally black colleges that are, in fact, in settings that don't numerically appear to be urban, but because of the characteristics that they have as a natural outgrowth of their original purpose and their traditions are every bit as much involved in and likely to be productive in addressing urban problems as a school in a very large city.

The community colleges, of course, have another problem with us, but we hope to be able to reach that by help of the genius of our supporters in determining a way in which they can participate in a consortium.

I notice also that you pointed out, Dr. Fullerton, in your testimony the distinction you were drawing between the university's doctoral programs and the master's programs and the professional focus being different. We are becoming more and more conscious on this committee of the fact that, within traditional 4-year colleges, a phenomenon that we first saw growing rapidly in community and junior colleges, one that many of us are very pleased to see, is now reaching out to the traditional 4-year colleges or degree granting institutions. We see them concentrating on career oriented or occupational oriented goals that don't necessarily fit our traditional ideas of 4 years for a bachelor's and another year for a master's sort of an approach. New professions are springing up rapidly around the country. We have had the experience in our own Wayne University with the weekend college and their college of lifelong learning where it is possible to be an automobile worker, work a full-time job in the automobile plant, and pursue a full-time fully accredited program on weekends toward a college degree. Your observation here was that San Jose has a 27-year-old average student body, is that right?

Dr. FULLERTON. Yes.

Mr. FORD. At Wayne it is 27½. Out of some 3,000 people, when they hit the peak of the weekend program, well over 2,000 of them were full-time employed automobile workers who decided that standing on an assembly line for the rest of their lives was not what they were intended for.

We see all this change taking place, but we see the urban universities also in the front of dealing with educational change that is not being dictated by great philosophers and the things we can find in a library, but being dictated by a student population or a consumer of education, if you will, who is being heard more readily by the urban university than some of the others. He is saying that I need something and I want something and I am willing to work hard for it, but what was available on the menu in the forties and fifties is no longer adequate for what I believe I am willing to sacrifice to achieve.

This is one of the reasons why we are very excited about the idea of putting the urban university in the position to have a more formalized relationship although they already exist in many ways with other governmental and private activity. Frankly, we believe that the $25 million we are asking for for the first year is a good practical kind of figure to argue to the Congress, but after the first year the bill provides such sums as may be required. If this program catches on and the people in the educational community respond to it, we then are able to, as President Johnson used to say, "Hang some pelts on the barn that they can see."

If you show some promise with the program, it will grow very rapidly and naturally. It has so many dimensions that seem to fall naturally and properly into the ideas that those people who still have a moment to think about the future in this country are expressing to us.

It is a difficult problem, the question of size of the metropolitan area. It is a difficult problem for us to deal with. We will have to focus on it. I hope that that does not become an issue that separates people in the education community with respect to the real purpose of this legislation.

Bill, do you have some questions?

Mr. CLOHAN. Yes, sir; I do.

I want to convey Congressman Buchanan's regrets for not being able to attend. I know he very much wanted to. I know he also would appreciate the fact that Congressman Burton came and we were able to proceed with the hearing.

At a previous hearing, a representative from an institution representing AASCU was trying to define an "urban university" with reference to the types of graduate and professional programs provided. They recommended that the word "sufficiently" be placed before "wide-range." In past hearings we have had, I think, a consensus that "wide-range" was too restrictive. I think that there is agreement that we have to deal with that issue though. Do any of you have recommendations as to what would be the appropriate range of graduate and professional programs to be required?

Dr. HORN. I would hope that in providing flexibility in this legislation along the lines the chairman has indicated, that on that issue as well as on population and the States which might be presently excluded, we would leave discretion to a large degree to the advisory council and other bodies that are authorized under the legislation. I do feel that in terms of the urban university it cannot simply be one or two programs within the university that ought to make it eligible. On the other hand, as I stressed in my testimony, I would rather be inclusionary than exclusionary and I would rather provide the opportunity to grow into these programs and to meet the needs of the urban area than to restrict this legislation to a small group to begin with. I think there is a great danger in being perceived as just another way to have a few institutions secure a certain amount of Federal funding in their programs. While we are more and more in an age of egalitarianism, and some institutions might do better than others, and we would all recognize that, I think there is a role to some degree for most institutions that live in the urban environment. So I am not sure how you would operationally define either one of those terms you utilize if one of us were a member of the advisory council. All I can say is I would like the flexibility to permit discretion to be used when you see urban problems before you in an institution which already has programs underway and which is willing to meet those urban problems to bring this relationship together. While I can't advise you specifically between the two choices, that is the approach I would take in resolving the problem.

Mr. CLOHAN. Several of you discussed the requirement that a substantial portion of the undergraduate students come from the local area. None of the institutions represented this morning seem to have a problem with the "substantial" requirement. What would you consider to be a substantial portion of the undergraduate student body coming from the local area? Would anybody like to specify a percentage? Again, would you leave flexibility to the advisory council?

Dr. HORN. If I might, Mr. Chairman, and Counsel, I would hope that "substantial" would mean at least 40 percent and perhaps 50 percent if we are really going to talk about universities that are meeting the needs of population in their urban area. I raised the question in my testimony as to the problem of universities which are in one urban area or one SMSA and which are immediately adjacent to another SMSA. We obviously face that problem in the Los Angeles-Orange County area. You have heard testimony from two presidents of institutions that are physically located in Los Angeles County, yet both Los Angeles and Long Beach have a number of students that come from Orange County. We also have a sister campus, California State University at Fullerton, located in Orange County. It could be that the committee would want to look at some language that permits universities functioning in one SMSA immediately adjacent to another to be eligible in either their own right or in a consortial relationship to help render services to that combined population center. Let's face it, if you flew in a plane over Los Angeles, it would be hard to know where Orange County begins and Los Angeles County ends, just as it would be hard to know where any of the dozens of communities in that area end and begin.

I think something should be addressed to provide an inclusional opportunity rather than exclusion for universities that are in that situation.

Dr. **Romberg.** I would like to second that except to make the percentage, I believe, even higher. If you are designating, the committee is designating actually an urban center, an urban university, then you are really talking to the students that are coming out of that urban area and not transplanted students from outside of the area.

Mr. **Clohan.** At a previous hearing, it was recommended that the advisory councils established under this bill be incorporated into the present tite I advisory council as opposed to having a separate council. Would anybody like to comment on that? One of the issues with which Congress must always deal is the number of advisory councils required in education legislation. This occurs not only in higher education, but in elementary and secondary also.

Dr. **Horn.** I must confess, Counselor, it escapes me right now as to the representation makeup of the title I advisory council. If you could remind me of some of those categories, I would be glad to comment on it.

I am aware of this one, but I am talking about the relationship to title I. That escapes me. You may have it in there.

I thought your question was in reference to title I and I have forgotten that.

Mr. **Clohan.** I understand. I am unclear also as to their makeup right now. We will check on it.

Dr. **Horn.** As far as the advisory council presently written into this legislation, as I read it I felt that it did provide for a diversity of viewpoint in terms of public members, as well as urban institution presidents. Again, whether you wanted to write in any geographic distribution across the Nation in terms of the urban presidents, that might be another safeguard to assure diversity of opinion. You might even wish to write in size of urban institution that qualifies under the other triggers that you have for the definition of an urban university. Again, I would just advise that we should try to cover the wide range of different types of urban institutions. I know the presidents of the primarily black institutions are particularly sensitive to this subject. They often feel that as higher education has evolved in the past several decades, they who might have been first in some of these areas in addressing urban problems have been perhaps bypassed by some of the larger regional State universities which have grown very rapidly, such as those represented on this panel, or some of the land-grant universities, which have operated in the urban area. I know they will feel a need for that type of representation. That is certainly some of the discussion that we have heard within the AASCU Committee on Federal Relations.

Mr. **Clohan.** The recommended advisory council in this bill and the existing title I council were discussed. They overlap in many ways, particularly regarding Department representation—Commerce, Housing and Urban Development, Labor, Interior.

Dr. Fullerton, you recommend student representation on the Advisory Council. Would you like to expand on that recommendation?

Dr. FULLERTON. As I indicated earlier, we now have a student representative on the Board of Trustees of the California State University and Colleges. We have found that at many levels students directly involved in advisory panels and boards and committee gives us what I suppose you might refer to as a consumer orientation. Very often we have some able spokespersons among our students and they represent a constituency here too.

Mr. CLOHAN. The previous hearings had fairly long discussions of what the role of the local governments would be in the grant process. Almost everyone that has testified has recommended against some form of veto power by the local government if an urban university were to apply to OE for one of these grants. Would anybody like to comment on what they think the process should be? Should an institution initiate a program that they think would help the local area; should it be jointly written; should it be vetoed by the local government if they don't think they can use that kind of information? I am talking specifically now about the multidisciplinary grant program.

Dr. ROMBERG. Before we leave this Advisory Committee, and I think this will partially show you my feelings of the veto or what have you for your last question, I would feel very strongly that the six public members on that Advisory Committee should very definitely come from large urban areas geographically distributed.

Dr. HORN. As to your last question, Mr. Clohan, as to a veto by local government, I feel very strongly that there ought to be input by local government and that certainly the Advisory Council ought to have the benefit of that input, as should those reviewers of particular project grants and proposals. If we are not to have a cooperative relationship between local government and the universities, I think there would be great difficulty. I would not favor a veto, however. I believe it is one thing to take advice and consultation and it is another thing to be leveraged into the position where the university might be diverted from doing what it feels is best in terms of its institution. Because a particular representative of local government states that that is the best does not necessarily mean it is the best, anymore perhaps than if the university states that. Should there be that difference of opinion, I think a neutral body such as the Advisory Council is in a better position to review the nuances of that problem and to make the appropriate decision more than having a strictly grassroots veto. I would hope that any university would establish a cooperative urban relationship—as we do now when we secure resolutions of community support on particular activities that involve State funding, such as those in criminal justice and some of the areas under LEAA which involve a State planning agency.

We certainly try to establish sound working relationships with the appropriate local governmental bodies. Many of these things are worked out. I would merely advise consultation and input rather than veto.

Mr. CLOHAN. I would assume that the language as now written "must be afforded a reasonable opportunity to review and comment upon the proposed project" would be satisfactory to you?

Dr. Horn. That is correct. That is the point I raised in the first paragraph of my testimony.

Mr. Ford. My own recollection and impression has been that the local government people, present at the previous hearings, because of the already existing relationships with the urban universities, were unanimous in their suggestion that they would not want to be placed in a position of signing off or having a veto power. They felt that this consultation with respect to a program that would affect their particular political jurisdiction was satisfactory. The indications we have had so far are that local governments at least that we have heard from thus far, are not greatly alarmed about the urban university doing things that would be embarrassing to them or politically unpalatable.

For that matter, they welcome the idea of having the university become the focal point and the catalyst for examining problems that can't be examined in the normal political process very readily. I would think that this State will be, for a few years at least, one that everybody is going to be watching to see how they work out local problems out here. From the little I know about it, it would appear that the recent action on proposition 13 could rather dramatically change the focal points of political power within the State. This State, like mine, has a long tradition of government to the smallest local denomination possible with all sorts of governmental boards and agencies and education in general government and in special government services.

I only learned a few years ago about mosquito districts out here. That is one we don't have in Michigan. Water districts are very important. There are going to be many changes apparently taking place, and it is going to be difficult for competing levels of local government to deal with long-range planning about what their relationship should be, very, very, difficult, because there are dollars involved and everybody is going to be in Washington competing with each other to be the ones to spend those dollars. I would think that if I were sitting as the mayor of a major city facing this problem, I would be very happy to have somebody at the university helping me think my way through it who didn't have to be on the ballot with me at the next election.

Generally our local government spokesmen have been very supportive and organizations representing local government at the county and city level have been very supportive of this idea. We have had no alarms sounded with respect to any concern on their part that they have a greater voice than the legislation suggests they have.

Mr. Wolanin. I wonder if I could ask President Romberg one question. In your testimony, you mentioned that, among the other examples of the current activities of the university in addressing urban problems, cooperative education programs have placed students in city and Government agencies and private businesses. I think one of the consistent themes of recent criticisms of Federal education programs is their fragmentation and multiplicity. Cooperative education is a separate program. It is assistance to universities to develop one kind of curriculum and educational approach. Perhaps it has some particular relevance for a program aimed at urban universities. I wonder if you, or any of the other members of the panel, would have any suggestions about how we might interrelate other existing programs such as cooperative education into a more comprehensive urban approach in education.

Dr. **Romberg.** Yes; in my testimony, I only briefly touched on several of the things that the university is currently doing. There are many, many that we are doing. I had hoped that this in a separate document can become a part of the record as well.

Cooperative education, our whole learning technique center, a program that not only industry is using, but upward mobility for the minority community is a fact here on the campus. It is just in its beginning phases. I think that under the act itself, as I interpret it, this kind of thing would actually encourage the universities to move out into the community in these many multidisciplinary approaches rather than just single-disciplinary approaches. I made reference to that in the document. I am sure that we are not the only ones. I know from my own colleagues a number of things that are going on in their approach to already becoming urban grant institutions. I was very excited when I first learned about this several years ago. We even with our long-range master plan for the university incorporated a lot of these factors, social welfare programs, and so on, into the community. As I read this bill, I believe that with its enactment it will give this school, as well as many of the others, this type of opportunity.

Dr. **Horn.** If I might add to that, I feel the cooperative education program as it now exists within the Office of Education should not be limited simply to the urban universities as defined or redefined in this legislation. I think we would all agree to that. I think that is an essential program in spirit. I have found difficulties—and Long Beach has been a recipient of that program in the past—in terms of the administration and the guidelines concerning that program.

I would be glad to furnish the committee with the details of some of that when it is appropriate in your reauthorization bill. I do feel that the work-study program, which this committee has had a great deal to do with developing, ought to be encouraged in this type of relationship. There are a number of programs, such as cooperative education, work-study internships at both the graduate level and the undergraduate level, that in a coordinated manner can be immensely useful in helping to position ourselves to address urban problems. I think what this legislation provides, as the chairman and others have suggested, is a focal point, both potentially in the Federal Government and certainly in an urban area, through either individual or consortial arrangements. The latter, I suspect, would have to occur in most of our large urban areas. The urban grant approach could provide a focal point for recognition by bringing together all the somewhat seemingly uncoordinated efforts sponsored by Federal, State, and institutional moneys in some program which focuses the relationship of theory and practice, to improve the understanding of professionals in the training of professionals, whether you are doing that at the undergraduate or graduate level, as well as to render certain types of research and service to address short-term and long-term urban problems. I think universities are very unfocused because they are fairly decentralized institutions where the autonomy of academic departments often prevails.

This act would give us encouragement, perhaps a vehicle, perhaps an opportunity, to bring together a better utilization of existing resources that are available with potential resources and in some sort of a coordinated manner.

Dr. **Romberg.** In the San Francisco area, San Francisco City-County, we do have the oldest consortium of its type in the State of California made up of the seven institutions of higher learning. We participate with the University of California Medical School, the community college districts, and the other schools in this type of program, particularly as it relates to the city-county itself. However, there has been a request for us to move out with this type of thing into the Greater Bay Area. This is under consideration.

Mr. **Wolanin.** I suppose what I had in mind, and it relates to President Horn's comment, was some encouragement that might be included in this kind of legislation that would assist the university or college in bringing some focus to its program if it were an urban university. For example, I think of the programs like special services for the disadvantaged, cooperative education, minority legal education, and the title I program. I am only asking for reactions or suggestions as to how this legislation could be used to help universities create an urban focus, rather than having to deal with separate categories of Federal programs that tend to lead to fragmentation and the lack of focus of the university's effort.

Dr. **Horn.** Along that line, I would assume that the Advisory Council set up in this legislation could require in its review of the various types of assistance authorized and sought under this legislation that the university submit to it a statement, a plan, if you will, as to how it currently utilizes various programs—be they Federal, State, or local—in terms of addressing urban problems and providing the type of education that we are discussing. I would rather see the Advisory Council act on the basis of submission of a plan than specific approval of that plan. It would simply be an opportunity for that council to note how a university conducted its business. It could be that because of personalities, because of structure, and because of history, that universities are going to have to solve the problem in a lot of different ways. Several ways might prove equally effective, given the locality, the circumstances, and the personalities involved. I think we ought to be able to spell out just how we do bring about that coordination in one or more ways. That might be a useful index as to which institutions are truly serious about addressing urban problems.

Dr. **Greenlee.** I would like to speak to the point of cooperative education being incorporated under this proposed act, not from the standpoint of a president of an institution of higher education in an urban center, but from experience which I had before I became president as a director of employment and cooperative education in private industry. I have been sitting here thinking about where cooperative education had its foundations in this country, and I cannot help but think about Northeastern University in Boston and the University of Detroit in Detroit, both of them outstanding private institutions in our country.

Following along the lines of Detroit is the University of Michigan at Dearborn. I was sitting here thinking about the places where in our searches for cooperative education programs between my firm, the firm in which I was working, and the campus, we went to look for students. If you set your limit for an area as 500,000 population, it would have kept me from going to areas where we got some of the most productive and outstanding young cooperative education students. I think the limitation of 500,000 would be a disservice to industry and to the campuses located in the smaller population areas which already have good cooperative education programs and are active members of the cooperative education association in this country. I would rather see cooperative education left in the Office of Education where it is now and not tied strictly to urban education.

Mr. WOLANIN. I was certainly not suggesting subsuming cooperative education under an Urban Grant University Act, but rather providing either the opportunity or the incentive to coordinate cooperative education programs with the kind of programs contemplated here.

Mr. GREENLEE. I agree with that. I certainly think there should be that opportunity. I believe an urban university would be very active in bringing that sort of cooperative program about.

Mr. FORD. I want to thank you very much for your appearances here this morning and for the effort that has very obviously been put into the preparation of your testimony that has now been made a part of this record. It will be very helpful to us. It is very positive. I am pleased to say that this idea came to us from educators and from people in the urban universities; it certainly is not something that was devised by a Washington committee, although I don't know how many committees met before the legislation was introduced in its final form. I am pleased to see that there is a consistent body of support developing for the concept across the country, and I am optimistic that we will be able to enact this legislation perhaps appropriately as a part of the reauthorization of the Higher Education Act of 1965 with all of its progeny coming before us early in the next Congress. We are at this point already engaged in some negotiations with President Carter's people about what their initiatives might be and what agreements we can reach in advance of his budget which is going into preparation pretty soon for next year in higher education. We don't perceive at this point any organized resistance to the concept.

I would hope that if there are others here today who have any comments they would like to add to the record, any material they would like to furnish to us, you would avail yourselves of that opportunity, as well as the people on the panel and the institutions that they represent. We will be holding the hearing record open for the receipt of any suggestions or additional comments or supporting materials you would like to submit to us.

I want to close the hearing for this morning by observing that this is probably the most hospitable and outstanding kind of a setup for a hearing that we have had presented to us, President Romberg, ever with the hearings of this committee. I hope they took some pictures today so we could show other people how to do it. You do things right out here and that is apparent by the very fine cooperation we have had in getting the committee and the staff and the witnesses together for this hearing and your kindness in making the preparations and making these fine facilities available to us.

We will adjourn the hearing until the next stop, which I think I should say in closing, will be Wichita State, which doesn't qualify under the 500,000. It has come to our attention that it is a very fascinating example of an urban university in a part of the country that we don't normally think of as being very urban oriented and/or with an urban student population. From my small contact with it, I have found it to be surprisingly big city.

We will adjourn now. Thank you all very much.

[Whereupon, at 11:30 a.m., the hearing in San Francisco, Calif., was closed.]

[Material submitted for inclusion in the record follows:]

CALIFORNIA STATE UNIVERSITY, LONG BEACH, CALIF.,
OFFICE OF THE PRESIDENT,
LONG BEACH, CALIF., *July 5, 1978.*

HON. WILLIAM D. FORD,
Chairman, Subcommittee on Postsecondary Education, House of Representatives, Washington, D.C.

DEAR BILL: I enjoyed the opportunity to visit with you and members of the Subcommittee staff at your San Francisco hearing on the Urban Grant University Act. Toward the end of the hearing, in response to a query from Minority Counsel William Clohan concerning the makeup of the Advisory Council under the act, I replied that I would stress inclusion, size, and geographic diversity in the membership. I think the Subcommittee might well consider whether or not there should be a specific provision to provide for representation from the International City Managers Association, the National Association of Counties, and the National League of Cities, among others. Such representation would provide the Advisory Council with representation from the electoral and professional managerial components of local government. I believe the so-called big city mayors also have an organization. It could be that representatives from such groups could be selected by the Secretary of Health, Education, and Welfare when that official names "six other members, who shall be representatives of the general public,. . . ." (Section 147, (a)(2)). Perhaps the Subcommittee would wish to make this proposal within its report and the legislative history concerning the act.

We appreciate the deep interest which you and your colleagues on the committee and on the staff have in devising a workable program which will bring the urban universities of America into a more useful and productive relationship with our urban centers.

With kindest regards.

Sincerely yours,

STEPHEN HORN.

THE URBAN GRANT UNIVERSITY ACT OF 1977

WEDNESDAY, OCTOBER 25, 1978

U.S. House of Representatives,
Subcommittee on Postsecondary Education,
Committee on Education and Labor,
Wichita, Kans.

The subcommittee met, pursuant to notice, at 9:30 a.m., in the City Commission Chambers, City Hall, 455 North Main, Wichita, Kans., Hon. William D. Ford (chairman of the subcommittee) presiding.

Members present: Representatives Ford and Buchanan.

Staff members present: Thomas R. Wolanin, subcommittee staff director; Patricia F. Rissler, deputy staff director; Jenny Vance, minority legislative associate.

Mr. Ford. Good morning.

It is my pleasure, as chairman of the Postsecondary Education Subcommittee of the Education and Labor Committee of the U.S. House of Representatives, to convene this hearing this morning in Wichita as the fifth in a series of hearings on legislation pending before the committee referred to as the Urban Grant University Act.

I am very happy that we are here in Wichita for this hearing this morning because we have been trying since I visited Wichita State early this spring to arrange the schedule so that we could come back here for the hearing.

I was impressed, when I was here last spring, with the relationship described to me that has existed between local government and the university. It is, in fact, the kind of relationship which, to a large degree, already exists here that we are attempting to foster in other parts of the country, to encourage and to support. This legislation does not attempt to provide money to institutions for the purpose of teaching people about government, but to provide money to institutions so that they may, in fact, be partners in government and use the inherent resources that are found on college campuses, particularly in the urban setting, for the benefit of the people in the area of the university through cooperation with their various levels of government and governmental activities.

I think it is particularly appropriate that the hearing here is in the city hall. We have, in the past, held our hearings only on college campuses, and it is indicative of the interest in Wichita that the people at the university chose to have the hearing here in the city building rather than on their campus. It's an indication, I think, of a better way for people in this community to understand what this legislation is all about.

I would like to acknowledge, on behalf of the committee, and express our appreciation for the time and effort that President Ahlberg and Mayor Peters have put into making it possible for us to schedule this hearing here, and also providing the facilities for the hearing and providing a very hospitable reception to the committee and the staff when we arrived.

Last, before we start with the witnesses, I must, as I indicated to some of you last evening, express my appreciation to Congressman John Buchanan of Birmingham, Ala., who sits to my left today, for interrupting his business on the west coast to come back here last night from California. He will be returning to the coast at noon today. In his spare time he is, I'm sure, running for reelection in Birmingham. But without his willingness to be here we would not have the second essential Member, making it possible for us to have the hearing.

I think the people here would understand if I were to tell them that it is a little unusual to have hearings this close to election time, when all of our Members would like to be home watching that person who is running against him. It is not easy for Members to be away from their own districts at this time, and I think it is a mark of the commitment that Mr. Buchanan has demonstrated over and over again, as the ranking minority member of this committee, that he has come here today to make the hearing possible.

He has participated in all of the hearings, has participated in the drafting of the bill, and has some amendments, I understand, ready to go when we begin to mark up the legislation. We have just very recently finished the adoption of the Middle Income Student Assistance Act, which by no means would have been possible without the wonderful cooperation that Congressman Buchanan gave us as the leader of the minority in the House. He has provided the steadying hand and soothing voice that was necessary to bring people together and work out a compromise up to the very end. I cannot overemphasize how grateful we in the majority on this committee are for the contribution that he has been making, and, we hope, will continue to make as the ranking minority member of this committee.

Congressman Buchanan, do you have any remarks before we start?

Mr. BUCHANAN. Thank you, Mr. Chairman, for your most gracious remarks. I join you in expressing how glad I am, and we are, to be here in Wichita to learn more of the good things that are happening between the city of Wichita and Wichita State University. I look forward to hearing our colleague, Dan Glickman, President Ahlberg, Mayor Peters, and other distinguished witnesses.

I think I ought to say, in response to Chairman Ford's remarks, that the Middle Income Student Assistance Act, which was the President's program to beef up assistance to middle income persons, was really the Ford bill, authored by Bill Ford, and cosponsored by some of the rest of us.

This is very much the Ford bill, and we are really excited as we look forward hopefully to the passage of legislation along the lines of that which we are considering at this hearing and about the prospects for encouraging more of the kind of relationship that we understand exists here in Wichita. We look forward very much to hearing more about it.

Thank you.

Mr. Ford. Thank you, John.

Now I would like to call as our first witness the Honorable Dan Glickman, Representative in Congress from the Fourth District of Kansas. We are very pleased to have our colleague appear before the committee.

We are very pleased to be in your district, Dan, and without objection, the prepared statement that was submitted for the record will be inserted in full at this point in the record, and you may proceed to add to it, amplify it, or highlight it as you find most comfortable.

[Prepared statement of Congressman Glickman follows:]

PREPARED STATEMENT OF REPRESENTATIVE DAN GLICKMAN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF KANSAS

Mr. Chairman. The legislation to be considered during this hearing is based on a record of accomplishment achieved by our land grant colleges of which we can be proud. The land grant system has been instrumental in the development of a model agricultural system in this country, one that has provided food and fiber not only to feed and clothe Americans, but also to export. The support which land grant colleges have given to the agricultural sector should not be discounted. In fact, it is a logical model for addressing the critical urban problems faced in every part of this nation. I commend you for this innovative idea, and you can be sure that I will follow its progress through the legislative process with great interest.

I have had the opportunity to review some of the testimony you will be hearing later this morning, and many of the suggestions you will be hearing strike me as most constructive. I hope you will give the ideas presented here careful attention. As this legislation is given further consideration in Congress, I will be glad to help you in gathering any further material on the suggestions made based on the Wichita experience that your committee might find useful.

Now, let me take a few minutes to address a few points that I hope you will consider in Subcommittee or in the full Committee on Education and Labor.

First, as the Representative in Congress of Kansas' largest city, I would stress the fact that Wichita is indeed a metropolitan area, and one that I think logically should qualify for the programs you have proposed should they be enacted. One thing I have learned in my two years in the Congress is that many federal officials still have a very parochial view of this part of the country. There is a tendency to look at the East Coast, the West Coast and a few cities in between -- older cities like Chicago, St. Louis and Detroit, as this nation's urban centers, and to view the rest of the central United States as one big wheat field.

Let me tell you, if you haven't already noticed, Wichita is a city. We have been lucky; we have avoided a good number of the problems that other large cities have had to face. But we have had to deal with what I am sure many of my constituents would agree are too many of the same problems that have plagued other urban areas. There is a critical shortage of housing in the Wichita Area. Pollution is increasingly becoming a problem. An inadequate tax base has made it necessary to include on the upcoming November ballot an increase in the sales tax here which would be used in part to restore police and fire protection to levels in effect before cutbacks were made earlier this year and to increase wages of police and firemen. The city has also just recently come to agreement on a very complex annexation question. And, I regret to say that crime is a problem here just as it is in major cities elsewhere. We are trying to grapple with those problems, and I am confident that we can. But the fact remains that those are big city problems, and they are Wichita's problems.

Admittedly, the Wichita situation is not as severe as that faced by many other cities, but I think the reason that we have not faced such severe problems is a strong one for making cities of this size eligible to participate in the proposed Urban Grant Universities program. We have avoided some of the problems because of a cooperative spirit which has brought citizen groups and public officials together to develop solutions. Fortunately, we have been able to rely on the cooperation of a major university, Wichita State, in coming up with creative approaches to the perplexing problems of a growing metropolitan area.

Wichita State University has served this area, in a variety of capacities, for over eighty years. It was the first municipal university west of the Mississippi. And it has consistently maintained its close ties to the community. While its legal status has changed from private university to municipal university and then to a part of the state university system, its focus has not shifted away from the community it has served. I am sure that Dr. Ahlberg will go into more detail when he testifies, but let me point to just a few of the endeavors undertaken by the University for the benefit of the community. Working together, the Departments of Sociology and Administration of Justice worked to develop a system of neighborhood juvenile centers across the city to help reduce juvenile delinquency. A professor from the Center for Urban Affairs has done in-depth study on the financing of public improvements. And just last week, the University arranged a Town Hall meeting to discuss problems in meeting the housing needs of lower and middle class residents of the Wichita area and to generate some ideas for addressing the problems.

And there is strong evidence in the recent establishment of an Office of Public Affairs Education that WSU has every intention of continuing and expanding its efforts to coordinate its programs so they can also serve the community interest.

With that kind of record in responding to real urban problems, I think it only makes sense to assure that Wichita State and other universities in sizable urban areas of states -- like Kansas -- which do not have any SMSA's of over 500,000 people are able to be considered for funding of programs like those eligible in larger urban areas.

Now, I would like to move on to another point. The bill you have proposed includes authorization for an Urban University Advisory Council to be comprised of twenty-six members. When I saw that provision, I did some checking to see if some other group serving in an advisory capacity to the Department of Health, Education and Welfare might not be able to serve the same function. One, the National Advisory Council on Extension and Continuing Education, seems particularly well suited -- possibly with some modifications -- to fulfill the functions proposed in this legislation. Others, including the Community Education Review Committee and the Panel on Education and Work, would also seem to serve functions that overlap with those to be carried out by the proposed Urban University Advisory Council. Finally, we should not neglect the role of public hearings and comment in making sure that this and any other federal program is operating as it should. I can't help but share the concern I have heard expressed that federal programs tend to become "captive" of special interest groups rather than responsive to the population in general. For those two reasons, I would urge the Subcommittee to reconsider the need for this new Advisory Committee.

In closing, I would like to reemphasize the fact that I certainly appreciate the fact that you, Chairman Ford, have obviously recognized the value of cooperation between universities and the communities in which they function. The land grant colleges have been an excellent example. Cooperative efforts like those this legislation would support provide a way for communities to take advantage of the resources their universities can provide. That would let them avoid duplication and should help minimize costs.

By extending the program to some moderate-size communities, the program will be abld to make a more extensive contribution to preventive activities. It will encourage ideas that have worked in one city to be tried in others. Cities like Wichita are not only trying to resolve problems, but to avoid them. I think my colleagues in the House would agree that avoiding problems is the best way to go, and if this legislation could be modified to encourage that in cooperation with universities, I feel sure a majority would support that kind of change in the proposal.

STATEMENT OF HON. DAN GLICKMAN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF KANSAS

Mr. GLICKMAN. Thank you very much. I appreciate both of you coming to my district, to my community, to talk about something which I believe that our State university located here has at least attempted to deal with in an initial way over the last several years, and that's the relationship between an urban community and the Government and the universities.

I believe that your legislation is a logical model for addressing critical urban problems faced by this Nation. I think it is very innovative, and I think you will be hearing from local civic officials, and particularly from Dr. Ahlberg, president of Wichita State University, as to how they believe that this legislation can best address cities the size of Wichita.

First, I would like to point out that as a Representative in Congress of Kansas' largest city, I would stress that Wichita, which has a a population of about 270,000 people, and I think the standard metropolitan statistical area is about 380,000. It is a metropolitan area, it is a city, and I would think that logically it should qualify for the kinds of programs you've talked about in your bill.

One thing that I've learned in my 2 years in Congress—although less so than when I first came there—is that I originally felt that there was a tendency to look at the east coast, the west coast, and perhaps a few cities in between, as the Nation's urban centers, and to view the rest of the Central United States as one big wheat field.

I am proud that we have a lot of wheat fields here, and that we are the Nation's largest wheat producing State, but in case you haven't already noticed, Wichita is a city. We are lucky; we have avoided some of the problems that have plagued other cities. But I'm sure that many of my constituents would agree that we are also plagued with many of the problems that have plagued other urban areas: a critical housing shortage, pollution, an inadequate tax base, and annexation problems. And I regret to say that crime is a problem here just as it is in major cities elsewhere.

The city is trying to grapple with these problems, and I am confident that we can, but the fact remains that these are big city problems, and they are Wichita's problems as well, and they are Tulsa's problems, and Oklahoma City's problems, and—I think perhaps Birmingham is a bit bigger than Wichita—but they are problems of every city the size of Wichita, and I would hope, as my first request in terms of this legislation, that the legislation is so styled so as to include cities our size, because I believe that those same urban problems exist here.

I would point out that there is often a tendency to emphasize the urban problems in some of the larger cities, which I admit are perhaps more intense than they are in Wichita, but if we neglect the cities the size of Wichita, then we just cause the problems to develop here to a much greater degree than they would ordinarily so develop.

We have avoided some of the problems because of a cooperative spirit which has brought citizens groups and public officials together to develop solutions, and I think part of the reason why is because we've had an aggressive city government, and partly because of the size of the city, making it easier for people to get together.

Wichita State University has served this area very well, in a variety of capacities, for over 80 years. It was the first municipal university west of the Mississippi River. And it has consistently maintained close ties to the community. I'm sure that Dr. Ahlberg will go into greater detail when he testifies, but let me point out just a few of the endeavors undertaken by this university for the benefit of the community.

Working together, the departments of sociology and administration of justice developed a system of neighborhood juvenile centers across the city to help reduce juvenile delinquency. A professor from the Center for Urban Affairs has done an indepth study on the financing of public improvements. And just last week, the university arranged a town hall meeting to discuss problems in meeting the housing needs of lower- and middle-income residents of the Wichita area and to generate some ideas for addressing the problems.

And there is strong evidence in the recent establishment of an office of public affairs education that the university has every intention of continuing and expanding its efforts to coordinate its programs so they can also serve the community interest.

So I suppose that the main point that I would make today is that we have a real record in responding to urban problems, and I think it only makes sense to assure that Wichita State and other universities in sizable urban areas of States—like Kansas—which do not have any standard metropolitan statistical areas of over 500,000 people—and I believe that roughly a third of the States are in a similar situation—are able to be considered for funding of programs like those eligible in larger urban areas, and I think that with that change, this bill would be more responsive to Kansas and States like Kansas.

I would like to make one other point, in review of the bill, and this point is meant constructively, perhaps when you redraft the bill for next year. In your proposal, I see an Urban University Advisory Council to be comprised of 26 members. When I saw that provision, I did some checking to see if some other group serving in an advisory capacity to HEW might not be able to serve the same function. One, the National Advisory Council on Extension and Continuing Education, may be well suited, or may be doing some of the same things that this council might do. Others, including the Community Education Review Committee and the Panel on Education and Work, could carry out some of the same functions and might overlap with respect to the proposed Urban University Advisory Council. I just mention that because there may be—and I'm sure this committee knows far more than I do—other comparable advisory councils that may have some overlap there.

Since this is such an important concept, I would urge that these councils be reviewed closely for their intent and purpose, and maybe it would be possible to combine and coordinate some of these existing councils.

In closing, I would like to reemphasize the fact that I appreciate the fact that you have come here and that you have recognized the value of cooperation between universities and the communities in which they function. The land grant colleges have been an excellent example. Cooperative efforts, like those this legislation would support, provide a way for communities to take advantage of the resources their universities can provide. That would let them avoid duplication and should help minimize costs.

By extending the program to some moderate-size communities, the program will be able to make a more extensive contribution to preventive activities. It will encourage ideas that have worked in one city to be tried in others. Cities like Wichita are not only trying to resolve problems, but to avoid them.

I would mention just two other things in passing, and I briefly touched on this before. I think a community like Wichita can be a model for even larger communities because I have found that some of these very difficult urban problems are more soluble here because of the size of the community. When you have basically the same components that exist in larger cities, but you have less people to deal with, I think you can develop program models that can be made workable in the larger cities.

Finally, Mr. Chairman, I can't let this moment pass without again reiterating what Congressman Buchanan said, that your efforts in passing the Middle Income Student Assistance Act will make it possible for thousands and thousands of students to attend college over the next few years who would not otherwise be able to do so by increasing levels for scholarship grant assistance, and I know that we in Wichita, and in Kansas, appreciate that very much.

I appreciate this opportunity to testify. I think we need to hear from somebody who is more expert in the area than myself. And I wish you productive hearings.

Mr. Ford. Thank you very much.

I certainly anticipated that you were going to draw our attention to the population description that is in the bill. We are faced with one of those dilemmas that presents itself from time to time when trying to develop new concepts in legislation, in that if it is indicated by any part of the formula that a large number of States are not going to be eligible to participate, we will have difficulty passing the legislation and also difficulty having it funded.

For that reason, we've done some checking, and you might be interested in what these figures show. We've found that trying to reduce the population size of the standard statistical metropolitan area from 500,000 almost becomes counterproductive, because at 500,000 we estimate we have 274 colleges and universities that would qualify for funding under this program, providing at least one in every State except 16.

When you drop the population to 400,000, the number of institutions goes up to 296, but you only pick up one more State, and then we have 15 States left out. If we drop it to 300,000, the number jumps up to 328 institutions, but we still have 11 States left out. And even if we take it all the way down to 200,000 we're now up to 368 institutions, but there are still 8 States that won't make it.

So our staff, which is a very capable staff, has been wrestling with this for some time. One of the alternatives they have presented to us, other than dropping the population figure, would be simply to leave it at 500,000 and then guarantee that every State will have at least one metropolitan area, selected by the Secretary, that would be eligible. We would then have all 50 States covered.

I think you can recognize the value to us of not leaving out States. We are particularly sensitive to the fact that one of the States we leave out, if we play the numbers game, is Vermont, since a very prominent member of this committee on the Republican side whom we must count on very heavily is from the State of Vermont, and a Senator from that State is the ranking member on the committee that handles this legislation in the Senate. So I suspect that we will find a way to get Vermont in, and if we get Vermont in, you can be sure that Kansas is going to come in also.

Mr. GLICKMAN. I appreciate that. I think that reflects recognition that there are urban areas in every State, regardless of whether you make an arbitrary size limitation. So I would just appreciate the committee using its ingenuity to try to find a method to insure that most States which have metropolitan areas are included in some way, at least the availability of grants.

Mr. FORD. Mr. Buchanan?

Mr. BUCHANAN. Thank you, Mr. Chairman. I want to commend our colleague for making an excellent case on the merit for the inclusion of cities like Wichita, in which Wichita State University would be eligible.

As the chairman said, the politics of the situation will probably dictate that we do something, but I think you've made an excellent case on merit for such action. My own city is large enough to make the 500,000, but we are of a comparable size to Wichita, more so than Detroit or New York City, and I think there is much merit in what you say. There may be an optimum size for cities.

On the west coast, I was involved in hearings on the health problems from asbestos and asbestos-related industry, and one of the tragedies of that situation that may terribly affect millions of American workers is that there was no preventive action taken in a timely fashion. It seems to me that with urban problems, if you take cities like Wichita and other cities that have similar problems, but perhaps not in the advanced stages that you might find in New York City, and work in the smaller cities in a preventive way using them as models for other cities, it might have a great value to the whole country, and be one of the things of particular value in what we're trying to achieve in this bill. Thank you for making a good case on the merits of the situation.

Mr. FORD. Thank you very much, Mr. Glickman.

Now I would like to call on Clark Ahlberg, president of Wichita State University.

STATEMENT OF CLARK D. AHLBERG, PRESIDENT OF WICHITA STATE UNIVERSITY

Mr. AHLBERG. Congressmen Ford, Buchanan, and Glickman, members of the staff of the House Committee on Education and Labor; distinguished colleagues in higher education, distinguished representatives of urban government, and ladies and gentlemen, it is my great pleasure to welcome you to this great city and the campus of Wichita State University. May this day, for all of us, be a pleasant and productive one.

Those of us who will testify today on the matter of H.R. 7238, which would become the Urban Grant University Act, are grateful for the opportunity to speak out on the relevant concerns of this region of the Nation.

I am reminded on this occasion of the citizen of Wichita who was shopping in one of New York City's fashionable department stores. When she had made her purchases, she asked that they be shipped to her home in Wichita. She helped the salesgirl struggle through the spelling of Wichita, and she confirmed that Wichita was indeed in Kansas.

Then the salesgirl said, "And what large city is Wichita near?"

That, of course, was before last month when the strike of our firefighters and policemen put Wichita in the Nation's news, in ways we wish could have been different.

There is a tendency east of the Mississippi—and I lived and worked in the East for 30 years—to think that urban problems tend to disappear in direct proportion to the distance one travels westward. It is hard to imagine an island of urban problems amid the wheatfields of Kansas. It is implausible to imagine urban problems arising out of the serenity of the Rockies or the moonscape of the Arizona desert. And for many it is impossible to imagine urban problems cropping up in the lotusland of California.

To recognize the myopia of this view, one has only to look at the westernmost end of the spectrum and remember the Watts riots of 1965.

It is easy for me to understand the sources of this myopia, particularly as they apply to Wichita. Unemployment in our city is low and our economy is in good health.

Our most visible industry, general aviation, is almost desperately seeking from across the Nation the trained manpower to meet the bright prospects of the future.

Our downtown is attractive; the revitalization of our center city has had the advantage of starting from a point of relatively mild deterioration, and it has benefited from the lessons learned by urban renewal efforts of the past that were not as successful.

Our poverty areas are not the glaring eyesores of crowded tenements, but often neighborhoods of single-family dwellings, each with a patch of green lawn.

Their appearances deceive. Our minority groups, unlike those of the older Eastern cities, form a small segment of our population. In a way, their frustrations are greater, for their problems tend to be invisible and they lack the clout of numbers to make their voices heard.

We have our share of urban problems and figuratively speaking they make us closer to Detroit and Washington and Newark than to the western corners of Kansas.

Consider, for example, that the health of our local economy rests on a national foundation. It is delicately responsive to changes in the health of the Nation's economy as a whole. If the health of that economy deteriorates, deepening the crisis for our older Eastern cities, it will affect the lives of our citizens as we were reminded in 1970, 1971, and 1972.

There are other ways in which we feel a special kinship with all the metropolitan areas of the Nation.

Urban centers, for example, are where unfulfilled people tend to seek new direction for their lives, whether they be members of minorities suffering the effects of unequal education and opportunity, women previously entrapped in the kitchen, or those individuals in midcareer stalled on the path of advancement. Wichita is no exception.

Urban centers bear a disproportionate burden of the crimes in this Nation, and thus it is vitally important that there be fairness, effectiveness, and compassion in their criminal justice agencies, from the policeman on the beat through the courts, through facilities for incarceration and treatment. Wichita is no exception.

Urban centers are centers of health care. Health care facilities must have personnel trained and attuned to the rapid advancements in medical knowledge and technology, and fitting new job descriptions created by changes in the health care delivery system. Again, Wichita is no exception.

Urban centers have problems of resource management, energy, water, transportation, for example, common only among themselves.

Here in Kansas we are acutely conscious of the problems of water distribution and energy expenditure as they apply to agriculture, but the problems of the agricultural sector are qualitatively different from those of the city. Here, again, Wichita is figuratively closer to Buffalo and Bridgeport and Akron.

The list of shared problems could go on and on. Note that the few I have cited have this common characteristic: They are problems which tend to be of as much concern to urban universities as they are to urban governments.

Wichita State University, for example, is committed to fulfilling the aspirations of those who, in the past, have been educationally disenfranchised.

We have a larger percentage of minority students than any college or university in a four-State region. This year, for the first time in recent history, the proportion of students who are women surpassed the 50-percent mark.

The opportunities we provide to those in midcareer are roughly indicated by the 17 percent of our 16,000 students who are 35 or older and the 32 percent of our students whose WSU education is confined exclusively to evening courses.

We are serving the needs of the criminal justice system and health care delivery in the Wichita area through a wide range of educational programs, from the associate degree level through the baccalaureate degree to advanced degrees and certificates. Students in both these areas include those preparing for careers and those already in careers who are supplementing their basic preparation.

In the realm of resource management, as with many other technical areas, our faculty members in engineering, physical sciences, and the social sciences are providing consulting help to units of local government.

These are just a few of the urban concerns to which this institution and other urban universities can lend fresh ideas, up-to-date knowledge, and dispassionate analysis and judgment.

Thus does Wichita State feel a special kinship with the urban universities throughout the United States.

In sum, we feel an integral part of the network of urban areas throughout the country, with their common concerns and problems, and with the urban universities that have so much to offer in the way of assistance.

I will expand on this vital point momentarily. At the same time, I do not want to leave the impression that we are somehow "in Kansas" but not "of it."

Many of our communities in the State have grown to the point of acquiring both the assets and liabilities of a major metropolitan area.

They have, for example, fully equipped hospitals, mass transit systems, and downtown revitalization projects, while at the same time they are experiencing the kind of rapid rise in deviant behavior that is instilling consternation and fear in law-abiding citizens.

This university would be derelict in its State-mandated duties if it did not embrace the concerns of these communities. I will return to this subject also.

Those familiar with Wichita State recognized that we are not a State university that happened to be plunked down in a community destined for great growth. Our history began in 1895, as a private liberal arts college primarily serving the Wichita area.

In 1926, we became the first municipal university west of the Mississippi as a result of a public referendum, which began our commitment to the city.

When we became a State university in 1964, we hardly lost sight of our urban mission. That mission was officially sanctioned by the State board of regents, which emphasized our commitments to provide educational opportunities for urban citizens "on a part-time, commuting basis," to develop programs using resources unique to the urban area, to meet the needs of its minority citizens, and to focus on graduate-level programs in "fields required to serve urban needs."

Strengthening those commitments are the resources we continue to receive from the city of Wichita, derived from a 1½-mill tax levy, which we use expressly to enhance the social and cultural well-being of the community.

Last spring, at the close of 1½ years of institutional reassessment supported by the Kellogg Foundation, we reaffirmed our determination "to enrich the life of the city."

That we are faithfully serving the local area is indicated by the 73 percent of our students who come from this standard metropolitan statistical area; that we serve the community extensively is indicated by the fact that while our enrollment at any given time is about 16,000, more than 25,000 enroll as students in the course of a year; that we serve mature citizens as conscientiously as we serve recent high school graduates is indicated by our average student age of 26; and that one-quarter of our credit hours are earned in night classes.

The ways in which we express our urban commitment are myriad. Simply to enumerate our curricular offerings geared to the needs of our urban area would occupy a good part of this morning.

For the sake both of brevity and helpfulness to the subcommittee, I will confine my remarks to a few examples of the kinds of urban involvements we have, with emphasis on novel and pioneering projects. I hope to paint a picture of the variety of university-government relationships the administrators of the Urban Grant University Act would want to encourage.

Let me begin in the area of training. This month, for example, our division of continuing education has underway half-a-dozen noncredit workshops and seminars in subjects ranging from child rearing to industrial noise.

Last week, that same division, in cooperation with Wichita organizations of builders, realtors, and architects, sponsored a lively "town hall" meeting on housing costs and problems.

Also this month, our center for management development launched a series of six multiple-session seminars in such areas as supervisory management skills and Equal Employment Opportunity regulations.

Early in October, we had a 2-day seminar for nurses, social workers, health administrators, and gerontologists on the subject of working with the elderly.

Examples of longer range training efforts include the program of the political science department to train Community Action Agency workers, and of our college of health related professions to train Sedgwick County emergency medical service personnel.

Second, consider technical assistance. These services range from our anthropologists surveying city construction sites, to our faculty members in business administration assisting minority business enterprises, to our faculty and advanced students in mechanical engineering aiding the city's energy coordinator on conservation and public awareness programs.

An example of an assistance program that defies neat categorization is the one in which our engineering faculty, in cooperation with the city's energy office, is helping 10 cities that have urban universities to adopt Wichita's excellent program for encouraging energy conservation to their particular needs.

The project is funded by the U.S. Office of Education, but it exemplifies the kind of cooperation and dissemination of information among the Nation's cities that the Urban Grant University Act should encourage.

Next, research. Here, too, I will only give an inkling of our broad involvements. Wichita has an unusual vehicle for grassroots involvement in city government, called the Citizen Participation Organization, and members of our business administration faculty have been studying its effectiveness.

Some of our economists have been studying the effect of changing employment in our aerospace industry on the metropolitan area.

A distinguished professor in our center for urban studies program recently completed a study on financing public improvements that will aid Wichita and other cities in this vital area.

Our students get involved in research, too. Several years ago, graduate students in the center for urban studies program, under faculty guidance, conducted an economic development study for the neighboring community of Newton. This is an example of an outreach effort to assist other municipal governments coping with urban growth.

Lastly, I want to refer to the personal involvement in the life of our city by members of the university community. I refer to the faculty members, students, and alumni who are the source of strength of the outstanding Wichita Symphony; those who contribute to the cultural, political, and economic well-being of the city in other ways; and those who serve such governmental bodies as the citizen participation organization, the metropolitan area planning commission, and the Landmark Preservation Committee.

Though these individuals do not officially represent the university, they are of immeasurable benefit to us in demonstrating that the university's people care about their city.

Proud as we are of the range and extent of our involvements in the well being of Wichita and of urban life generally, we would welcome passage of the Urban Grant University Act for the opportunities to do what we presently cannot.

Particularly would we welcome status as one of the Nation's urban grant universities with its prospects of long-range financing that would permit us to build the staff, administrative structures, and long-term commitments to aid in solving urban problems and to reach out to other cities in our State.

Part of what we would do, given such status, will emerge from my suggestions for strengthening the language of the bill. Two pertinent changes come to mind.

First, in several key places, I would propose that projects funded by the Act require involvement in planning and explicit endorsement from a "local agency of general government."

This would insure focus on real-life problems of urban areas rather than research generated from within an institution where the fallout on local needs may be unplanned and unpredictable and most likely unused.

This would not preclude attention to long-term urban problems just looming on the horizon. Indeed, it is difficult for urban governments and urban institutions to get out of the rut of "firefighting" today's crises, and one of the primary purposes of this act should be to support efforts to address long-range continual problems.

I leave it to the wisdom of this subcommittee whether, as an alternative, sources of endorsement and involvement could come from the private sector. In other words, should the act support projects undertaken in direct behalf of private, social and health care agencies, or United Way, or chambers of commerce, or unions?

Under the language I've suggested, assisting private agencies would not be precluded so long as they carried the endorsement of a local government agency.

Second and related, where the phrase "educational, research, or service programs" occurs, I would simplify this to "service programs."

This change would not preclude training and research but it would subordinate these activities under service agreements with the urban community.

Thus, for example, an urban university could not use funds under this abbreviated language to add courses to its standard degree programs, though it certainly would be encouraged to provide in-service training to introduce munincipal agencies to the latest technological developments relevant to their fields.

Similarly, there are a great many service projects in which research is a vital component; that is, universities cannot aid local agencies in decisionmaking until they have undertaken thorough study of the problems involved and the alternative routes to solution.

Both of these recommendations reflect my concern that the Urban Grant University Act not just provide another pot whence universities can simply expand the kinds of undertakings that in the past have been supported from other sources.

My emphasis on service, however, brings us square against an important problem. From firsthand and secondhand experience with other universities I know, and am pleased by, the unusual amount of respect accorded community service by Wichita State University faculty.

But I have no delusion that in tenure and promotion decisions, these kinds of involvements compete on an equal footing with the traditional standards of disinterested academic research.

Urban grant universities, to fulfill the purposes of this act, are going to need individuals with specialized functions that do not fit the standard academic mold.

I am thinking, for example, of individuals who will primarily be teachers to community service agencies, those who will be primarily data gatherers and survey administrators, and those who will be primarily liaison personnel between university faculties and urban agencies.

Under the urban grant university provisions of H.R. 7328, the Federal Government would provide the continuing support that would insure security and advancement for these persons. The urban universities, for their part, would have to find alternatives to the standard tenure and promotion procedures for these personnel.

It is noteworthy that in land grant universities, colleges of agriculture with their extension services long ago solved this problem.

Let me speak briefly of another problem, one that has cropped up repeatedly in earlier testimony to this subcommittee.

Under the present language of the bill, an institution of higher learning would have to be located in a standard metropolitan statistical area of a half million to qualify for funding under the act.

It has been pointed out that if that threshold were lowered by half, the number of eligible institutions would increase by nearly 25 percent, with the attendant liability of spreading funds too thinly. There would still be a half dozen States, Kansas not included, without a qualifying institution.

Permit me to suggest an alternative not unlike the one to which Chairman Ford has alluded.

I would retain the bill's definition of an "urban area", namely "a standard metropolitan statistical area having a population of not less than 500,000 persons."

But for the sake of those States with no SMSA that large, or with no SMSA whatsoever, or with no college or university within an SMSA, I would amend the definition to include these alteratives:

One, either the largest SMSA within the boundaries of a single State, or in a State having no SMSA or no institution of higher learning within an SMSA, an urban area designated by the State for the purpose of this act.

Thus, each of the 50 States would have at least one institution eligible for assistance under the act. The eventual goal for the U.S. Commissioner of Education should be an urban grant university in every State.

The changes I have suggested would increase the number of participating institutions only slightly, while insuring broad geographical representation.

It would give smaller urban communities a nearby institution to turn to for assistance. Through consortium arrangements, colleges and universities in those smaller urban areas could, I presume, participate in service programs and research for their communities.

The changes I have suggested, plus some minor ones the subcommittee may also want to consider, are appended to this testimony.

I want to close by reemphasizing what I believe to be the key to the success of the Urban Grant University Act: The strong interrelationship of university and community in the development of projects for funding under the act.

Wichita State University has been fortunate in enjoying with the city of Wichita a strong partnership. Those universities in this Nation that have been distant from their supporting communities need to work to close the gap. That was one of the lasting messages of student unrest in the late 1960's.

I mentioned earlier that the city of Wichita has generously supported the work of the University through a mill and a half tax levy.

In addition, over the past 6 years, Wichita State has been the recipient of 35 contracts with city agencies which have channeled more than $1 million in local, State, and Federal funds to the university to support such endeavors as studies in energy conservation, economic development, and housing; cultural activities for the community; and tuition and books for students from our poorer neighborhoods.

The relationship is best described as symbiotic: While the city's support has greatly strengthened the University, particularly as an urban institution, the funds have been carefully channeled and nurtured to maximize their usefulness to the urban area.

Under the Urban Grant University Act, this relationship would be augmented and strengthened.

I appreciate this opportunity to testify before this distinguished committee, and, as eagerly as you do, Chairman Ford and Congressman Buchanan, I look forward to further sharing of thoughts on this most important bill.

[The written statement of Mr. Ahlberg with attachments follow:]

PREPARED STATEMENT OF CLARK D. AHLBERG, PRESIDENT, WICHITA STATE UNIVERSITY

CONGRESSMEN FORD, BUCHANAN, AND GLICKMAN; MEMBERS OF THE STAFF OF THE HOUSE COMMITTEE ON EDUCATION; AND LABOR: DISTINGUISHED COLLEAGUES IN HIGHER EDUCATION; DISTINGUISHED REPRESENTATIVES OF URBAN GOVERNMENT; LADIES AND GENTLEMEN;

It is my great pleasure to welcome you to this great city and the campus of Wichita State University. May this day, for all of us, be a pleasant and productive one. Those of us who will testify today on the matter of HR 7328, which would become the Urban Grant University Act, are grateful for the opportunity to speak out on the relevant concerns of this region of the nation.

I am reminded, on this occasion, of the citizen of Wichita who was shopping in one of New York City's fashionable department stores. When she had made her purchases, she asked that they be shipped to her home in Wichita. She helped the salesgirl struggle through the spelling of Wichita, and she confirmed that Wichita was, indeed, in Kansas. Then the salesgirl said: "And what large city is Wichita near?"

That, of course, was before last month, when the strike of our firefighters and policemen put Wichita in the nation's news, in ways we wish could have been different.

There is a tendency east of the Mississippi--and I lived and worked in the East for 30 years--to think that urban problems tend to disappear in direct proportion to the distance one travels westward. It is hard to imagine an island of urban problems amid the wheatfields of Kansas. It is implausible to imagine urban problems arising out of the serenity of the Rockies or the moonscape of the Arizona desert. And for many, it is impossible to imagine urban problems cropping up in the Lotusland of California. To recognize the myopia of this view, one has only to look at the westernmost end of the spectrum and remember the Watts riots of 1965.

It is easy for me to understand the sources of this myopia, particularly as they apply to Wichita. Unemployment in our city is low, and our economy is in good health. Our most visible industry, general aviation, is almost desperately seeking from across the nation the trained manpower to meet the bright prospects of the future. Our downtown is attractive; the revitalization of our center city has had the advantage of starting from a point of relatively mild deterioration, and it has benefited from the lessons learned by urban renewal efforts of the past that were not as successful. Our poverty areas are not the glaring eyesores of crowded tenements, but often neighborhoods of single-family dwellings, each with a patch of green lawn. Their appearances deceive. Our minority groups, unlike those of the older Eastern cities, form a small segment of our population. In a way, their frustrations are greater, for their problems tend to be invisible and they lack the clout of numbers to make their voices heard.

We have our share of urban problems, and figuratively speaking they make us closer to Detroit and Washington and Newark than to the western corners of Kansas.

Consider, for example, that the health of our local economy rests on a national foundation. It is delicately responsive to changes in the health of the nation's economy as a whole. If the health of that economy deteriorates deepening the crisis for our older Eastern cities, it will affect the lives or our citizens as we were reminded in 1970-71 and 72.

There are other ways in which we feel a special kinship with all the metropolitan areas of the nation.

Urban centers, for example, are where unfulfilled people tend to seek new direction for their lives, whether they be members of minorities suffering the effects of unequal education and opportunity, women previously entrapped in the kitchen, or those individuals in mid-career stalled on the path of advancement. Wichita is no exception.

Urban centers bear a disproportionate burden of the crimes in this nation, and thus it is vitally important that there be fairness, effectiveness, and compassion in their criminal justice agencies--from the policeman on the beat, through the courts, through facilities for incarceration and treatment. Wichita is no exception.

Urban centers are centers of health care. Health care facilities must have personnel trained and attuned to the rapid advancements in medical knowledge and technology, and fitting new job descriptions created by changes in the health care delivery system. Again, Wichita is no exception.

Urban centers have problems of resource management--energy, water, transportation, for example--common only among themselves. Here in Kansas we are acutely conscious of the problems of water distribution and energy expenditure as they apply to agriculture. But the problems of the agricultural sector are qualitatively different from those of the city. Here, again, Wichita is figuratively closer to Buffalo and Bridgeport and Akron.

The list of shared problems could go on and on. Note that the few I have cited have this common characteristic: they are problems which tend to be of as much concern to urban universities as they are to urban governments. Wichita State University, for example, is committed to fulfilling the aspirations of those who, in the past, have been educationally disenfranchised.

We have a larger percentage of minority students than any college or university in a four-state region. This year, for the first time in recent history, the proportion of students who are women surpassed the 50 percent mark. The opportunities we provide to those in mid-career are roughly indicated by the 17 percent of our 16,000 students who are 35 or older and the 32 percent of our students whose WSU education is confined exclusively to evening courses.

We are serving the needs of the criminal justice system and health care delivery in the Wichita area through a wide range of educational programs--from the associate degree level, through the baccalaureate degree, to advanced degrees and certificates. Students in both these areas include those preparing for careers and those already in careers who are supplementing their basic preparation.

In the realm of resource management, as with many other technical areas, our faculty members in engineering, physical sciences, and the social sciences are providing consulting help to units of local government.

These are just a few of the urban concerns to which this institution and other urban universities can lend fresh ideas, up-to-date knowledge, and dispassionate analysis and judgment. Thus does Wichita State feel a special kinship with the urban universities throughout the United States.

In sum, we feel an integral part of the network of urban areas throughout the country, with their common concerns and problems, and with the urban universitities that have much to offer in the way of assistance. I will expand on this vital point momentarily. At the same time, I do not want to leave the impression that we are somehow "in Kansas" but not "of it." Many of our communities in the state have grown to the point of acquiring both the assets and liabilities of a major metropolitan area. They have, for example, fully equipped hospitals, mass transit systems, and downtown revitalization projects, while at the same time they are experiencing the kind of rapid rise in deviant behavior that is instilling consternation and fear in law-abiding citizens. This university would be derelict in its state-mandated duties if it did not embrace the concerns of these communities. I will return to this subject also.

Those familiar with Wichita State recognize that we are not a state university that happened to be plunked down in a community destined for great growth. Our history began in 1895, as a private liberal arts college primarily serving the Wichita area. In 1926, we became the first municipal university west of the Mississippi as a result of a public referendum, which began our commitment to the city. When we became a state university in 1964, we hardly lost sight of our urban mission. That mission was officially sanctioned by the State Board of Regents, which emphasized our commitments to provide educational opportunities for urban citizens "on a part-time, commuting basis," to develop programs using resources unique to the urban area, to meet the needs of its minority citizens, and to focus on graduate-level programs in "fields required to serve urban needs." Strengthening those commitments are the resources we continue to receive from the City of Wichita, derived from a mill-and-a-half tax levy, which we use expressly to enhance the social and cultural well-being of the community. Last spring, at the close of a year-and-a-half institutional reassessment supported by the Kellogg Foundation, we reaffirmed our determination "to enrich the life of the city."

That we are faithfully serving the local area is indicated by the 73 percent of our students who come from this standard metropolitan statistical area; that we serve the community extensively is indicated by the fact that, while our enrollment at any given time is about 16,000 more than 25,000 enroll as students in the course of a year; that we serve mature citizens as conscientiously as we serve recent high school graduates is indicated by our average student age of 26, and that one-quarter of our credit hours are earned in night classes.

The ways in which we express our urban commitment are myriad. Simply to enumerate our curricular offerings geared to the needs of our urban area would occupy a good part of this morning. For the sake both of brevity and helpfulness to the subcommittee, I will confine my remarks to a few examples of the kinds of urban involvements we have, with emphasis on novel and pioneering projects. I hope to paint a picture of the variety of university-government relationships the administrators of the Urban Grant University Act would want to encourage.

Let me begin in the area of Training. This month, for example, our Division of Continuing Education has under way half-a-dozen non-credit workshops and seminars, in subjects ranging from child-rearing to industrial noise. Last week that same division--in cooperation with Wichita organizations of builders,realtors, and architects--sponsored a lively "town hall" meeting on housing costs and problems. Also this month, our Center for Management Development launched a series of six multiple-session seminars in such areas as supervisory management skills and Equal Employment Opportunity regulations. Early in October we had a two-day seminar for nurses, social workers, health administrators, and gerontologists on the subject of working with the elderly.

Examples of longer-range training efforts include the program of the political science department to train Community Action Agency workers, and of our College of Health Related Professions to train Sedgwick County Emergency Medical Service personnel.

Second, consider Technical Assistance. These services range from our anthropologists surveying city construction sites, to our faculty members in Business Administration assisting minority business enterprises, to our faculty and advanced students in mechanical engineering aiding the City's energy coordinator on conservation and public awareness programs.

An example of an assistance program that defies neat categorization is the one in which our engineering faculty, in cooperation with the City's energy office, is helping 10 cities that have urban universities to adapt Wichita's excellent program for encouraging energy conservation to their particular needs. The project is funded by the U.S. Office of Education, but it exemplifies the kind of cooperation and dissemination of information among the nation's cities that the Urban Grant University Act ought to encourage.

Next, Research. Here, too, I will only give an inkling of our broad involvements. Wichita has an unusual vehicle for grass-roots involvement in city government called the Citizen Participation Organization, and members of our Business Administration faculty have been studying its effectiveness. Some of our economists have been studying the effect of changing employment in our aerospace industry on the metropolitan area. A distinguished professor in our Center for Urban Affairs has completed a study on financing public improvements that will aid Wichita and other cities in this vital area.

Our students get involved in research, too. Several years ago graduate students in the Center for Urban Affairs, under faculty guidance, conducted an economic development study for the neighboring community of Newton. This is an example of an outreach effort to assist other municipal governments coping with urban growth.

Lastly, I want to refer to the Personal Involvement in the life of our city by members of the University community. I refer to the faculty members, students, and alumni who are the source of strength of the outstanding Wichita Symphony; those who contribute to the cultural, political, and economic well-being of the City in other ways; and those who serve such governmental bodies as the Citizen Participation Organization, the Metropolitan Area Planning Commission, and the Landmark Preservation Committee. Though these individuals do not officially represent the University, they are of immeasurable benefit to us in demonstrating that the University's people care about their city.

Proud as we are of the range and extent of our involvements in the well-being of Wichita and of urban life generally, we would welcome passage of the Urban Grant University Act for the opportunities to do what we presently cannot. Particularly would we welcome status as one of the nation's urban grant universities, with its prospects of long-range financing that would permit us to build the staff, administrative structures, and long-term commitments to aid in solving urban problems, and to reach out to other cities in our state.

Part of what we would do, given such status, will emerge from my suggestions for strengthening the language of the bill. Two pertinent changes come to mind. First, in several key places, I would propose that projects funded by the Act require involvement in planning and explicit endorsement from a "local agency of general government." This would ensure focus on real-life problems of urban areas, rather than research generated from within an institution where the fallout on local needs may be unplanned and unpredictable and most likely unused. This would not preclude attention to long-term urban problems just looming on the horizon; indeed, it is difficult for urban governments and urban universities to get out of the rut of "firefighting" today's crises, and one of the primary purposes of this Act should be to support efforts to address long-range problems.

I leave it to the wisdom of this subcommittee whether, as an alternative, sources of endorsement and involvement could come from the private sector. In other words, should the Act support projects undertaken in direct behalf of private social and health care agencies, or United Way, or chambers of commerce? Under the language I've suggested, assisting private agencies would not be precluded so long as they carried the endorsement of a local governmental agency.

Second and related, where the phrase "educational, research, or service programs" occurs, I would simplify this to "service programs." This change would not preclude training and research, but it would subordinate these activities under service agreements with the urban community. Thus, for example, an urban university could not use funds under this abbreviated language to add courses to its standard degree programs, though it certainly would be encouraged to provide, say, in-service training to introduce municpal agencies to the latest technological developments relevant to their fields. Similarly, there are a great many service projects in which research is a vital component; that is, universities cannot aid local agencies in decision-making until they have undertaken thorough study of the problems involved and the alternative routes to solution.

Both of these recommendations reflect my concern that the Urban Grant University Act not just provide another pot whence universities can simply expand the kinds of undertakings that, in the past, have been supported from other sources.

My emphasis on service, however, brings us square against an important problem. From firsthand and secondhand experience with other universities, I know--and am pleased by--the unusual amount of respect accorded community service by Wichita State University faculty. But I have no delusion that.

in tenure and promotion decisions, these kinds of involvements compete on an equal footing with the traditional standards of disinterested academic research. Urban grant universities, to fulfill the purposes of this Act , are going to need individuals with specialized functions that do not fit the standard academic mold. I am thinking, for example, of individuals who will primarily be teachers to community service agencies, those who will be primarily data-gatherers and survey administrators, and those who will be primarily liaison personnel between university faculties and urban agencies. Under the urban grant university provisions of H.R. 7328, the federal government would provide the continuing support that would ensure security and advancement for these people. The urban universities, for their part, would have to find alternatives to the standard tenure and promotion procedures for these personnel. It is noteworthy that in land grant universities, colleges of agriculture with their extension services long ago solved this problem.

Let me speak briefly of another problem, one that has cropped up repeatedly in earlier testimony to this subcommittee. Under the present language of the bill, an institution of higher learning would have to be located in a standard metropolitan statistical area of half-a-million to qualify for funding under the Act. It has been pointed out that if that threshold were lowered by half, the number of eligible institutions would increase by nearly 25 percent--with the attendant liability of spreading funds too thinly. There would still be half-a-dozen states--Kansas not included--without a qualifying institution. Permit me to suggest an alternative. I would retain the bill's definition of an "urban area"--namely, "a standard metropolitan statistical area having a population of not less than 500,000 persons." But for the sake of those states with no SMSA that large, or with no SMSA whatsoever, or with no college or university within an SMSA, I would amend the definition to include these alternatives: either the largest SMSA within the boundaries of a single state, or in a state having no SMSA or no institution of higher learning within an SMSA, an urban area designated by the state for the purpose of this Act. Thus, each of the 50 states would have at least one institution eligible for assistance under the Act: the eventual goal for the U.S. Commissioner of Education should be an urban grant university in every state. The change I have suggested would increase the number of participating institutions only slightly, while ensuring broad geographical representation. It would give smaller urban communities a nearby institution to turn to for assistance. Through consortium arrangements, colleges and univeristies in those smaller urban areas could, I presume, participate in service programs for their communities.

The changes I have suggested, plus some minor ones the subcommittee may also want to consider, are appended to this testimony. I want to close by re-emphasizing what I believe to be key to the success of the Urban Grant University Act: the strong interrelationship of university and community in the development of projects for funding under the Act. Wichita State University has been fortunate in enjoying with the City of Wichita a strong partnership. Those universities in this nation that have been distant from their surrounding communities need to work to close the gap; that was one of the lasting messages of student unrest in the late 1960's.

I mentioned earlier that the City of Wichita has generously supported the work of the University through a mill-and-a-half tax levy. In addition, over the past six years, Wichita State has been the recipient of 35 contracts with City agencies, which have channeled more than $1 million in local, state, and federal funds to the University to support such endeavors as studies in energy conservation, economic development, and housing; cultural activities for the community; and tuition and books for students from our poorer neighborhoods. The relationship is best described as symbiotic: While the City's support has greatly strengthened the University, particularly as an urban university, the funds have been carefully channeled and nurtured to maximize their usefulness to the urban area. Under the Urban Grant University Act, this relationship would be augmented and strengthened.

I appreciate this opportunity to testify before this distinguished gathering; as eagerly as you do, Chairman Ford and Congressman Buchanan, I look forward to further sharing of thoughts on this most important bill.

SUGGESTED REVISIONS NOTED

95th CONGRESS
1st Session

H. R. 7328

IN THE HOUSE OF REPRESENTATIVES

May 23, 1977

Mr. Ford of Michigan (for himself, Mr. Buchanan, Mr. Perkins, Mr. Thompson, Mr. Brademas, Mr. Biaggi, Mr. Phillip Burton, Mr. Simon, and Mr. Mottl) introduced the following bill; which was referred to the Committee on Education and Labor

---

A BILL

To amend title I of the Higher Education Act of 1965 to establish a system of grants for urban universities.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Urban Grant University Act of 1977".

Sec. 2. Title I of the Higher Education Act of 1965 is amended by adding at the end thereof the following new part:

"Part C—Urban Grant University Program

"findings and purpose

"Sec. 141. (a) The Congress finds and declares—

VI

"(1) that there exists within the Nation's urban universities an underutilized reservoir of skills, talents, and knowledge applicable toward the amelioration of the multitude of problems that face the Nation's urban centers;

"(2) that these skills, talents, and knowledge must be applied in a systematic and sustained manner to impact successfully upon these problems;

"(3) that the application of these skills, talents, and knowledge is impeded due to the limited resources available to sustain their commitment; and

"(4) that it is the public policy of the United States to encourage and facilitate the application of these skills, talents, and knowledge toward serving the needs of the Nation's urban centers.

"(b) The Commissioner shall carry out programs in accordance with the provisions of this part, for the purpose of aiding urban universities to develop their capacity to help local governments find answers to urban problems, and aiding such universities to make ~~their educational, research, and service capabilities~~ these resources more readily and effectively available to the urban communities in which they are located.

"APPROPRIATIONS AUTHORIZED

"SEC. 142. For the purpose of carrying out the provisions of this part there is authorized to be appropriated not to exceed $25,000,000 for the fiscal year ending September 30, 1979, and such sums as the Congress may deem necessary for each fiscal year through the period ending September 30, 1983.

"DEFINITIONS

"SEC. 143. As used in this part—

"(1) 'urban area' means a standard metropolitan statistical area having a population of not less than five hundred thousand persons;

Line 9 continued

or the largest standard metropolitan statistical area within the boundaries of a single state; or in states having no standard metropolitan statistical area or no university within the boundaries of a standard metropolitan statistical area, the state may designate one urban area for the purpose of this part.

"(2) 'urban university' means an institution of higher education which (A) is located in an urban area, (B) draws a substantial portion of its undergraduate students from ~~among residents of~~ the urban area in which it is located, or contiguous urban areas, (C) which carries out programs to make postsecondary education opportunities more accessible to ~~students living in such~~ residents of the urban area, or contiguous urban areas, (D) which has the present capacity to ~~carry out urban oriented education, research, and service activities,~~ provide services responsive to the needs and priorities of the urban area, (E) which offers a sufficiently wide range of professional or graduate programs, to sustain such urban oriented services and, ~~and~~ (F) ~~which~~ has demonstrated and sustained a sense of responsibility to such urban ~~area~~ area(s) and its people;

"(3) 'urban institution' is an institution of higher education which would qualify as an urban university under paragraph (2) of this section, except for its inability to meet the criteria established under clause (D) of such paragraph; and

"(4) 'urban grant university' is an urban university which has been designated as an urban grant university by the Commissioner, pursuant to the provisions of section 146 of this part.

After Line 6 add Sec. 143 (5):

"(5) 'Services' are university or institutional programs including training, research and technical assistance developed in response to locally identified needs and priorities.

"PROGRAM DEVELOPMENT

"SEC. 144. (a) The Commissioner may reserve not to exceed 30 per centum of any funds appropriated to section 142 for the fiscal year ending September 30, ~~1979~~ 1980, 25 per centum of any funds so appropriated for the fiscal year ending September 30, ~~1980~~ 1981, and 20 per centum of any funds so appropriated for any subsequent fiscal year, for the purposes of carrying out the program authorized in this part.

"(b) The Commissioner may make grants available to urban institutions or urban universities for the purpose of assisting them in developing urban-oriented ~~educational, research, or~~ service programs which, after development, would be eligible for consideration for assistance under section 145 or 116 of this part.

"(c) (1) Grants made under this section may be renewed annually for periods not to exceed a total of five years.

"(2) No grant to any institution under this section may exceed—

"(A) 90 per centum of the total cost of the project in the first fiscal year,

"(B) 80 per centum of the total cost of the project in the second year,

"(C) 60 per centum of the total cost of the project in the third year,

"(D) 40 per centum of the total cost of the project in the fourth year, and

"(E) 20 per centum of the total cost of the project in the fifth year.

After Line 10 add Sec. 144 (d)

"(d) the interest and cooperation of an agency of local government, within whose jurisdiction fall the needs for which such programs are to be developed, must be evident in the proposed programs.

"PROJECT ASSISTANCE

"SEC. 145. (a) The Commissioner may reserve not to exceed 20 per centum of any funds appropriated pursuant to section 142 for the fiscal year ending September 30, ~~1979,~~ *1980* 25 per centum of such funds for the fiscal year ending September 30, ~~1980~~ *1981*, and 30 per centum of any such funds for any subsequent fiscal year for the purpose of carrying out the project assistance program authorized by this section.

"(b) The Commissioner may make grants to urban universities to assist them in carrying out urban oriented ~~education, research, or~~ service projects consistent with the purposes of this part.

"(c) ~~The~~ *A* local agency of general government, within whose jurisdiction fall the ~~problems~~ *needs* to be addressed by a project for which assistance is requested under this section must *participate in the development of the proposed project, and endorse its submission,* ~~be afforded a reasonable opportunity to review and comment upon the proposed project~~, and the Commissioner may request the advice of any Federal agency or agencies he considers appropriate before approving an application for project assistance under this section.

"(d) No grant under this section shall exceed 90 per centum of the cost of the project for which assistance is granted.

"COMPREHENSIVE PROGRAM GRANTS

"SEC. 146. (a) An urban university may submit a comprehensive multidisciplinary plan for the provision of ~~educational, research,~~ and service programs designed to meet specific problems faced by the urban area in which it is located to the Commissioner, and may request designation by the Commissioner as an urban grant university.

"(b) *A* ~~The~~ local agency of general government, within whose jurisdiction fall the *needs* ~~problems~~ to be *met* ~~addressed~~ by the plan submitted under subsection (a) must *participate in the development of the plan and endorse its submission. The* ~~be afforded an opportunity to review and comment upon the plan, and the~~ Commissioner may request the advice and comments of any Federal agencies he considers appropriate before ~~the Commissioner shall~~ *approving* approve the plan and the designation of the applying institution as an urban grant university.

~~"(c) Before acting upon an application for comprehensive program support and for designation as an urban~~

~~grant university, the Commissioner shall request the advice of the advisory committee appointed pursuant to section 147.~~

“~~(d)~~ c The designation of an institution as an urban grant university shall be for a period of five years, unless an institution so designated shall request its revocation. At the end of any such five-year period, the Commissioner may renew the designation for an additional period of five years.

“~~(e)~~ d For each year of such five-year period, subject to the availability of appropriated funds, the urban grant university shall receive a comprehensive program support grant in an amount to be determined by the Commissioner but in no event to exceed 90 per centum of the total cost of the project in such year.

~~“ADVISORY COUNCIL~~

~~“SEC. 147. (a) Within ninety days of the enactment~~ of this part, there shall be appointed an Urban University Advisory Council, to consist of twenty-six members, selected as follows:

“(1) The Secretary of Health, Education, and Welfare shall name twelve members, who shall be executive officers of urban universities;

“(2) The Secretary of Health, Education, and Welfare shall name six other members, who shall be representatives of the general public, ~~but who shall not be~~

~~employed by any urban university nor by any agency of the United States; and~~

~~"(3) The Secretaries of Commerce, Housing and Urban Development, Interior, Labor, Transportation, and the Treasury, the Attorney General, and the Commissioner of Education, or persons designated by them, shall serve as members of the Advisory Council.~~

~~"(b) The terms of office of members of the Advisory Council appointed pursuant to clauses (1) and (2) of subsection (a) shall be six years, but of those members first appointed to the Council, two public members and four university executives shall be appointed for a period of two years, and two public members and four university executives shall be appointed for a term of four years.~~

~~"(c) Members of the Council who are not in the regular full-time employ of the United States shall, while attending meetings or conferences of the Council or otherwise engaged in the business of the Council, be entitled to receive compensation at a rate fixed by the Chairman, but not exceeding the rate specified at the time of such service for grade GS-18 in section 5332 of title 5, United States Code, including traveltime, and while so serving on the business of the Council away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section~~

~~5703 of title 5, United States Code, for persons employed~~ intermittently in the Government service.

"(d) (1) The Council shall select from among its members appointed under paragraph (2) of subsection (a) of this section, a Chairman, who shall serve in that capacity for a period of two years.

"(2) The Council is authorized to appoint, without regard to the provisions of title 5, United States Code, covering appointments in the competitive service, such professional and technical personnel, not to exceed four, as may be necessary to enable it to carry out its function under this Act.

"(3) The Council may procure, without regard to the civil service classification laws, temporary and intermittent services of such personnel as is necessary, to the extent authorized by section 3109 of title 5, United States Code, but at rates not to exceed the rate specified at the time of such service for grade GS-18 in section 5332 of title 5, United States Code, including traveltime, and while so serving on the business of the Council away from their homes or regular places of business they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for persons employed intermittently in the Government ~~service.~~

~~"(c) The Advisory Council shall~~

~~"(1) review and comment upon all applications for designation as an urban grant university and for comprehensive program grant assistance;~~

~~"(2) review and evaluate, and advise the Commissioner upon, his procedures for approval of applications for assistance under section 144 or 145 of this part;~~

~~"(3) make such recommendations to the Commissioner for improved administration of this part as it may see fit; and~~

~~"(4) make such recommendations to the President and the Congress for changes in this part as it may see fit.~~

"GENERAL PROVISIONS

"SEC. 148. (a) An institution may apply for program development assistance under section 144 and for assistance under sections 145 and 146 for the same activity, but such assistance may only be awarded under that section for which the Commissioner determines that particular activity is best qualified.

"(b) An institution may apply for and receive program development assistance under section 144 at the same time such institution is applying for and receiving assistance under section 145 or 146 for other activities.

"(c) Not more than 50 per centum of the funds granted under section 144 may be granted to institutions which also qualify for assistance for any activity under section 145 or 146.

"LIMITATION

"SEC. 149. (a) The total amount of payments in any fiscal year under section 144, 145, or 146 to institutions within any one State shall not exceed 15 per centum of the total amount paid under such section.

"(b) In allocating assistance under each of sections 144, 145, and 146 of this title, the Commissioner shall endeavor to achieve broad and equitable geographical distribution throughout the Nation~~."~~, *and support one or more programs under sections 144, 145, and 146 in each state where a university interest and local governmental need and cooperation is clearly demonstrated.".*

Mr. Ford. Thank you, Mr. Ahlberg. May I indicate to you what I stated before, that when I had the opportunity to visit here last spring I was fascinated by the great selling job you did with me. I assume it's standard with visitors to your community for the university, but also for Wichita. You made it very clear to me that if this institution was not likely to be an institution reached by this legislation, there was something wrong with the legislation, because indeed the institution you represent and the attitude that you conveyed to me are precisely what we had in mind when we started to draft it.

I appreciate your recognition of the difficulty we have in simply juggling numbers, however, to accommodate ourselves to the realities that present themselves. It's only when you come out here to see for yourself that there are, indeed, metropolitan areas, as Dan Glickman said, in the middle of the wheat fields. There is a tendency to sit back in Washington and draw mental images that revolve around the most familiar to all of us, large cities of the country while legislating. We may tend not to recognize the real value of what Congressman Buchanan alluded to a few moments ago, that in fact it's highly probable that some of the problems that exist in other cities to a very serious extent do not yet exist in Wichita, but probably will at some time in the future, unless they are anticipated. In fact, it's possible to suppose that we may have the intelligence in this country to anticipate problems in advance and head them off before they occur.

This is precisely what the Land Grant College Act was intended to do for agriculture when it was the dominant industry of this country, and to that extent, it has been almost totally successful. Now we find the land grant colleges involved, in a much broader sense, in the activities of the several States and the communities in the States than, I'm sure, was anticipated when they were established.

I don't think there is anyone who will seriously quarrel with the fact that the stated intent of involving educational institutions in and developing educational institutions for the purpose of providing education and coordination for a major industry has worked well, not only in terms of what it has meant to this country and to the world in the production of farm products, but in the quality of life for people in what was at one time a predominantly rural country.

Now that we have reversed the numbers that existed prior to World War II, and have something less than 20 percent of the population of the country living outside of urban areas, we are perhaps 25 years too late with this legislation. Would that someone 25 years ago had encouraged universities to tell New York that it was going to have the kind of problems it's had in the last 5 years. Perhaps there was somebody on a college campus 25 years ago in New York who anticipated it, but certainly they weren't listened to. I suspect that that is one of the problems that exists at this moment in most of our large cities, that they have within them great institutions with the capacity to provide wisdom for the future in those communities, but they don't have the devices by which they can make themselves heard.

My feeling, from the testimony that we've had thus far in this bill, is that there is already afoot in this country a substantial involvement between urban-based universities and the communities in which they are based. A relatively small amount of Federal assistance, in terms of real dollars, can have a profound effect if it provides a catalyst for the ideas that already exist to be developed.

I really want to thank you again, President Ahlberg, for all of the efforts that you and your staff have made to make it possible for us to have this hearing here.

I think it should be noted on the record, for all in the Congress to notice, that very clearly we have been brought up short from the very first time that President Ahlberg saw this legislation, and made to realize that this legislation has no validity if it misses a place like Wichita State and a metropolitan area like Wichita itself.

I can assure you that it will not be difficult for the committee to respond to the concerns that you have mentioned today.

Mr. Buchanan.

Mr. **Buchanan**. Thank you, Mr. Chairman.

President Ahlberg, it does seem to me, too, that the relationship between your university and the city of Wichita is precisely the sort of thing we were aiming for in this legislation, and so I do think it is the very kind of thing we want to encourage.

I am particularly impressed, not only with your services to the city, but the fact that they were giving support to the university by taxing the city. That is quite impressive to me. One of the questions I had planned to ask you is, given the participation of the city in the planning of approach to urban problems, do you feel it would be fair for there to be any kind of a matching requirement, as is the case in many Federal programs. It would seem that, with what Wichita is already doing, they would be more than meeting any possible matching that could be envisioned. Do you have any feeling on that subject?

Mr. **Ahlberg**. I shouldn't speak for the city. I think the city has demonstrated in the past its willingness to enter into the financing, on a shared basis or a complete basis, many projects which they deemed to be in their interest, to which they think the university can make a contribution. I've never seen any great reluctance.

I think that it is very important that universities, like my own, have to come to grips with the realities that elected public officials have to come to grips with, and that's one of the reasons that I think their approval, their endorsement of projects is important, because if you expect use of the results, I think you're probably going to come nearer getting that result if there is cooperation at the beginning. I've seen a lot of very excellent urban research, done by very distinguished institutions and distinguished scholars, have very little impact on the communities.

I spent a number of my years in New York. New York was not unstudied, believe me. At every institution in the State, almost every time we had a gubernatorial election, there were distinguished studies made on the problems of the city of New York. They make very interesting reading, and they are used very extensively in graduate schools, but they had very little impact on the city government in New York. One of the reasons was that there were never any bridges built between the institutions and the city, and I would be the last to suggest to this committee that this relationship can be achieved overnight, but it should be one of the goals.

What has happened in this community began long before I ever came to this university as president; it was going on when I was a student here in the thirties. Because of the fact that we were a municipal university and we had leadership at that time that recognized that tax support from this community merited the university being concerned with the welfare of the community. They began to build those bridges long ago, and the basis of mutual respect and confidence that exists today has a long history.

In many communities where universities have been guilty of ignoring their community, and where there had been no relationship between the educational enterprise and the government of the city those communication lines will be hard to establish. They are essential if we're really talking about making progress with urban problems.

Mr. BUCHANAN. It's particularly impressive that someone on the university side would be proposing the revisions in the language pertaining to research, and also a stronger role for the local unit of government, as you have here proposed. I gather your suggestion of revision is to make sure this is relevant, and it is a partnership, as you have said, and it does not become just another source of funding for research——

Mr. AHLBERG. Yes. I don't think universities should abandon their role of doing purely academic and purely theoretical research, nor should they turn over to someone the value that says we can or cannot do, but we also have to be honest and say there are other ways, other than urban university acts, to fund really fundamental research.

What you're seeking is, I think, primarily research applied to practical problems, and I think if you're going to get the results into operation, you have to start off at the beginning together, and not present somebody with a bound copy of a report, and go back to the campus and say: "Why didn't they adopt it?" because they generally don't.

Mr. BUCHANAN. How, in legislation, would you describe the relationship between the local unit of government, like the city of Wichita and the university. Should it be one of co-equal partners or should the university have the lead through some kind of approval by the city? Although very difficult to establish, it seems to me very important to establish.

Mr. AHLBERG. I imagine the procedure would have to differ in every community. For instance, here, in a number of our undertakings, in this mill levy that I alluded to, the city commission approves the general budget, as does the State board of regents, and it's my responsibility to present that budget. We also set aside a sum of money called community service project funds, and we simply suggest that the request to utilize those funds should come either from the city manager or the commission, as a commission not as an individual commissioner, and that the university has the right to decide: Do we have the competence to do it? Do we think it's a legitimate kind of project for the university to be involved in? And if we make that decision, then we sit down and we say, "How do we do it together? Who's going to do it? Where do we get the people?" But in both cases, we try to cooperate in the initiation of those projects, and we retain the right to decide if we do wish to do it or do not wish to do it, and that has worked out very well.

Mr. Buchanan. You mentioned the funds from the city—the contracts and the other funds—and one project funded by the U.S. Office of Education dealing with energy. Do you receive any other Federal money for this purpose at this time?

Mr. Ahlberg. The grant by the Office of Education is made to us, but we fund city activities with it as well as our own, and of course we are also obligated to involve 10 other urban communities in the dissemination program. We have frequently sat down with city officials and called their attention, or they've called our attention, to provisions of Federal legislation that applied to cities where they thought that perhaps we had some technical talent on the campus that would enable them to make a better proposal and we help write the proposal; or we could strengthen their proposal by having one or two members of the faculty participate in the undertaking, and so we just simply write them into the project.

Occasionally we come to the city and ask, "Have you seen this particular opportunity in the National Science Foundation," or one of the agencies of HEW, and ask: "Shouldn't we sit down and see if we can make a joint proposal?" It's become almost a habit. I mean, it's no longer a problem in Wichita for someone on the campus, through Mr. Sudermann or someone in city government, to say, "Shouldn't the university and the city get together and see if, together, we can make a proposal worthy of Federal support or of State support?" We may decide how much of our own resources we're interested in committing to it.

Mr. Buchanan. Mr. Chairman, I appreciate your patience, but one more question, if I may.

This may be hard to answer, but in order to try to get a handle on the authorization and appropriation that may be reasonable to make in trying to achieve this purpose, do you have any idea as to what would be a minimum level for a grant. One of the things we have to be sure of is that we don't spread such small amounts of money so many places that we don't really accomplish anything. Can you give a dollar figure?

Mr. Ahlberg. I think that would be very difficult. I think that any institution that seriously hopes to do something like this has to have a minimal staff commitment. The problem that many universities have in dealing with local government is that all their faculty are fully committed to teaching, so you have to start with some kind of a nucleus.

We have a center for urban studies on our campus, and with non-State resources we fund that center, largely from the mill levy and from earnings that we make through research and other grants, to the tune of about $100,000 a year. We are a large enough institution—and most of the institutions that will be testifying today are, also—that we can free up other talent, but the smaller universities are often unable to free people. The community wants it done this fall, not next year, and that's one of the problems of relationship that has been difficult for universities and communities to bridge.

So some kind of financial flexibility, as I suggested in my testimony, would be possible through funding a skeleton of a staff that is committed to seeing that the institution does these kinds of things. This is an essential ingredient to success. You just can't leave it to busy deans, and busy faculty members, and busy city officials. Somebody has to be committed to seeing that you're building the bridges.

In our institution we've committed, I said $100,000. All of that resource is not committed to that liaison, because they are running and directing a graduate program in urban affairs of some 30 students, and it involves an internship in city and county government, and they supervise that, but they are constantly working with city officials, so the communication is going on continuously, not just periodically, because we're down here at city hall all the time, and not just once in a while.

Mr. BUCHANAN. Thank you. That was most impressive.

Thank you, Mr. Chairman.

Mr. FORD. Thank you, President Ahlberg.

Now we have Hon. Connie Peters, mayor of the city of Wichita.

Before you proceed, Your Honor, let me, on behalf of the committee, once again thank you for extending the hospitality of your city and this beautiful building to the committee. We frankly are not accustomed to having hearings in a room as well appointed for the purpose of a hearing as this. It is a real pleasure.

I wish that we had hearing rooms like this in Washington, where you can actually hear what people are saying and see them while they're saying it.

We look forward to your testimony, of course. However, we particularly appreciate the fact that as the mayor of the city you've not only seen fit to invite this committee, which originally solicited the University for its cooperation, to your city building, but you've seen fit to take the time to prepare a formal statement for this committee in support of the legislation. For that we thank you in advance and tell you that, without objection, your statement submitted to us will be inserted in the record at this point, and you may add to it or emphasize it in any way you wish to proceed.

STATEMENT OF CONNIE PETERS, MAYOR OF WICHITA, KANS.

Mayor PETERS. I would like to read my statement. It is very brief.

I am pleased to be speaking at the first congressional hearing ever to be held in Wichita's new city hall. If this hearing is not the first congressional hearing ever held in the city of Wichita, it is certainly the first in many, many years.

I don't intend to take very much of your time. Briefly I am here to tell you this: Wichita State University and the city of Wichita have been and probably always will continue to be engaged in a close relationship.

As the largest urban area in Kansas, Wichita and Wichita State University should benefit from any Federal legislation designed to strengthen the relationships of urban governments and urban universities involving the problems of the cities and, more importantly, the people who inhabit them.

This legislation should be more than just another funding source. It should bring the resources of our urban universities to bear upon the problems we city officials must face daily.

President Ahlberg has already summarized the close relationship between the university and the city.

It is difficult to separate one from the other. There are many intellectual, technical, artistic, musical, athletic, and humanistic benefits resulting from Wichita State University's strengths.

Many of these benefits which our citizens now take for granted, such as the Wichita symphony orchestra, would cease to exist without the University's strong involvement. Other examples include the connection between aeronautical engineering and Wichita's dominance of the world's general aviation industry and zoology and Sedgwick County's innovative new zoo.

There can be no disputing the benefits of this relationship between city and university. Also, it would be difficult to overstate its importance.

I was disappointed to learn that the urban grant university program defined urban areas as communities with a standard metropolitan statistical area population in excess of 500,000 persons. This would exclude this very community.

Wichita is the largest city in the State of Kansas. It has an SMSA population of 385,000. We realize we aren't an urban area of the magnitude of a New York or a Chicago and our problems may be on a smaller scale, but are no less important.

It makes much more sense to us in Wichita to make those cities eligible which are the largest in their respective States but do not have an SMSA population in excess of 500,000.

We, therefore, respectfully request that at least the universities located in the largest city in each State be eligible for the benefits of this legislation.

I have just one more request. This request has specifically to do with the benefits which your committee hopes to make available through this important legislation.

Make the legislation do what it should do. Make it help our cities take a studied view of urban problems in this country. Make it afford cities an opportunity to put their problems in perspective.

I could go on, and you may have questions, but I believe you understand the requests I am making on behalf of Wichita State University and the city of Wichita.

We would like to thank you for conducting this hearing in Wichita. I realize this is your last public hearing on this legislation. I also understand this is the first time your hearings have been held not on a university campus but at city hall. We appreciate this distinction.

Mr. FORD. Thank you very much, Mayor. Again, it is obvious that you spent some time and effort to prepare for this.

I would like to observe that it is precisely because of your size and location in this country that we are excited about having in this hearing record a pattern of a metropolitan area that doesn't fit what started out a year ago to look like a very practical kind of a definition of a metropolitan area for the purpose of this kind of legislation.

It would be somewhat difficult, I suppose, to argue with other Members of Congress successfully that there would be any interest in a metropolitan area below a half million in population but for the fact that we have been hearing from people, since the legislation was originally drafted and circulated, indications that they do, indeed, come from smaller metropolitan areas and are nevertheless very much concerned about planning now and studying now for the future.

It is obvious that that is the way in which you perceive the governing of a city like Wichita, and that you, from your testimony here and what you told us prior to the hearing, have a very strong conviction that the university does, in fact, have resources that are valuable to the city in terms of permitting the city to plan and respond wisely to problems that already exist and others that you would hope to avoid.

I think it will be easier for us to make the kind of adjustments that have been discussed this morning in defining the kind of institution that should be qualified under this program when that question comes up: Now we will be able to indicate that, not only do the people at a university such as Wichita State believe that they can be included in a constructive way, but in fact, the dynamic mayor of Wichita believes that this ought to be done, too.

I suppose we can invite them to come and see it for themselves if they don't believe it, but as Dan Glickman indicated this morning—and you must be very much aware of this—there is a chauvinism east of the Mississippi that causes people to believe that once you pass the Mississippi, nothing is out here until you get to a place called San Francisco or Los Angeles, which has all the problems in space that metropolitan areas have.

I think it is very important to all of the communities that approximate the makeup of Wichita that the people here recognized early that, if there was going to be legislation of this kind, communities of this sort and institutions located in communities of this sort should not be left behind.

I don't have any doubt that this committee is persuaded. We should be able to use the examples of what we are learning here about this area and have been gathering with regard to the university and the city and their interrelationship. We should be able to convince our colleagues, as well, that all of the problems are not in New York City.

Mr. Buchanan.

Mr. **Buchanan**. Thank you, Mr. Chairman.

Mayor Peters, I, too, want to thank you for your hospitality, and to stay what a pleasure it is to be in your lovely city. It is exciting to hear of your relationship with Wichita State University.

Two changes that President Ahlberg proposed in the bill were, one, that projects funded by the act require involvement in planning and explicit endorsement from a local agency of general government; and second, that where the phrase "educational, research, or service programs" occurs through the bill, he would simplify it to "service programs," not precluding training or research, but trying to subordinate those activities under service agreements within the urban community.

I wonder if you generally endorse his suggestions for change or if you have any comment?

Mayor **Peters**. I basically agree with it. I was finding a problem when he was speaking and you were asking questions. By the time I came on and by the time Dr. Ahlberg was here, this had all become such a habit and such an easy thing that, you know, nobody has really ever had to sit down and think about it. When something comes up, it's just an automatic reaction, at the university or vice versa, and I'm thinking about cities and universities that have lived together but been apart, and how they are going to have to really work hard to get this relationship that we have and that we all take for granted.

I would agree with what he says, and I think we would be willing to do that; it's basically what we're doing now. They're involved with what we're doing and we're involved with what they're doing, and I think that' great, but it's kind of like trying to explain how you started biting your fingernails. You just did, but to try to describe it is very difficult.

Mr. BUCHANAN. I must say, it's most impressive. There may be some other situations like it of which I am personally unaware, but it seems about as good an arrangement as any of which I have heard, I must say.

I am not going to ask you about the matching requirement for local agencies of government. It might not be too tough a question for you, since you're already doing so much in that direction, but my own mayor might take off my head if I press the idea too far. If you would like to comment on it, feel free.

Mayor PETERS. As Dr. Ahlberg said, we already are, with the mill and a half levy and also with the other contracts from Federal grants, State grants, and so on and so forth, doing that. That is something that it's hard for me to comment on. That would take a decision by the full Commission. I'm a figurehead mayor here.

Mr. BUCHANAN. I doubt that very much. Mayor Peters, I appreciate so much your testimony, and I commend you for what you are doing together.

Mayor PETERS. Thank you.

Mr. FORD. Thank you very much.

G. Robert Ross, chancellor, University of Arkansas at Little Rock.

Dr. Ross, I would like to welcome you on behalf of the committee and indicate that, without objection, the statement which you submitted to the committee will be inserted in full in the record, and you may add to it or comment in any way that you feel most comfortable.

I would like to take notice of the fact that you are unquestionably an outstanding American, since you have your Ph. D. from the University of Denver. I haven't always lived east of the Mississippi, and that is my school as well.

We're pleased to see you.

STATEMENT OF G. ROBERT ROSS, CHANCELLOR, UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Dr. ROSS. Thank you, sir.

I want to start by expressing my personal appreciation, and that of many people in the State of Arkansas, to both of you Congressmen for the efforts in leadership and responsibility you assumed for the passage of the middle income family assistance programs, and I would like, Congressman Ford, to extend to you a special and particular invitation when you are next in Arkansas and Little Rock to take that occasion to discuss this new program with us. I say that in part because probably Arkansas is one of the few States that has more functional illiterates than it has college graduates, and we feel a keen sense of responsibility for broadening educational opportunities in the State.

Things are changing in Arkansas, in that our per capita income is growing much faster than that of the Nation as a whole, but it has a way to go, because it's been on the low end of the scale.

I would like to start this morning by adding to the written testimony that you have graciously inserted in the record by telling you a little more about the University of Arkansas at Little Rock. The thrust of the written testimony starts with a comment regarding the need for change. Our institution started as a public junior college in Little Rock in 1927. It became a private, independent, 4-year liberal arts institution in 1957, and at that point, I think, begins to take on characteristics and similarities to Wichita State. It served well as a liberal arts institution, and became a State institution in 1969.

Since that time, it has more than trebled in enrollment. It has gone from an institution that had about 100 black students, to probably 1,700 or 1,800 this fall. It went from an institution that had about 25 percent women enrolled, to one now that has a majority of students who are women. It went from an institution with an average age for students of something in the neighborhood of 21 or 22, to an average age of close to 27 years. It went from an institution that was primarily one of full-time students, to where the majority now take something less than a full-time load. So it has been an institution that is best described as a changing one.

It seems to me that one of the things that is hoped for, if we have urban grant university legislation, is that those universities that find themselves in urban situations, and are interested in them, will be able to change and become more valuable to the urban situation, and that there are those bridges that Dr. Ahlberg referred to established, built, maintained, and used between the various segments of the metropolitan area and the university itself.

I don't think our record in dealing with the urban condition is one that we can be very proud of in this country, but I think there are opportunities, through the vehicle of establishing urban grant universities, that have some hope for us; in fact, some great hope.

Some of us, because of our experience, approach a Federal-university relationship that deals with community problems with some apprehension. One reason is that universities have been very traditionbound and have been slow to change; in fact, some people judge them to be the most traditionbound of our society's institutions. There are some that have changed, but I am confident that if you were to ask the well known, established universities, those that most of the public would easily recognize, the question as to which universities should participate in urban grant legislation, I doubt that they would name some of the newer, changing kinds of institutions, but would more likely name the traditional ones.

As you know, I represent an institution that today would not qualify under the bill because of the size of the metropolitan area in which we reside. Much has been said about that matter this morning, and I have entered some data into the record through my prepared testimony. Let me say that, in general, I support the notion that each State should have the opportunity of designating or having an urban grant institution. I see this as one of the solutions that might be used to deal with the question of SMSA size, and it might be done on the basis of each State having an institution so designated, rather than in the reduction of this SMSA size in the bill itself.

I have said in other settings, regarding this legislation, that I have very great ambitions for it. I say that because it has been my experience that if you have in a university a faculty interested in the urban condition, if you have students drawn from the urban community, and if you have people with cooperative spirit in various segments of that community, the university can provide the place for an interesting kind of marriage to take place between those parties and those individuals.

As I indicated to you, in the last 5 years our university has grown rapidly. We have attracted most of our faculty to the university in that period of time. There has been some self-selection by faculty choosing to come to us on the basis of our being an urban institution with urban commitments. We are located in Arkansas' major metropolitan area; in fact, they have chosen to come join us on the basis that we were heavily involved in urban concerns and urban matters. I think this makes a difference in our ability, then, to work with the concepts and the activities that are spelled out in this proposed legislation.

Let me, before making some specific suggestions about the legislation, talk very briefly about some activities that our university has been involved in that indicate the relationship of university to metropolitan area.

Two years ago a group of businesses and industries in Little Rock got together a sum of money to give to the university that established a center for urban and governmental affairs. Their main thought was that this would provide an outreach opportunity for faculty to provide services to various segments of the community, through applied research particularly. As a result of that activity, several things have happened of importance in our community.

One of the most interesting that occurred was the merger of the North Little Rock, Ark., and Little Rock, Ark., Chambers of Commerce into a metropolitan chamber. We have also developed some very interesting programs to develop the expertise in the management area for those persons responsible for managing nonprofit organizations. We have a program that we have initiated with preschool children, particularly in the lower socio-economic areas of the community, in association with the public schools, that is attracting national attention. These certainly are not listed to be inclusive of our activities, but to give you a sample of the kinds of things that we have begun to do as an emerging urban institution.

May I make two or three specific suggestions regarding the legislation, how it might be strengthened, in my judgment.

I have mentioned the suggestion, to deal with the SMSA problem for those States that do not have a metropolitan area to meet the 500,000, that I would propose that States be allowed to have a least one designated urban institution to qualify under this legislation.

I would further suggest, as we think about broadening the number of eligible institutions, that one additional way of restricting eligible institutions would be to give consideration for designating a lead university within a metropolitan area where there are several major universities, and where the metropolitan area is of immense size. I think there would be some need for coordination, for monitoring, urban grant legislative institutions as they perform under the legislation, and this might be best done by designating a lead university, or specifically dealing in the bill with the notion of a consortium, which, if I remember correctly, is not mentioned in the current legislation.

Other than those two specific suggestions, I would just close by saying that I am excited about the potential of this bill. I personally would like to add my support in whatever ways would be appropriate with the Representatives and Senators from the State of Arkansas at the appropriate times.

I'll be happy to respond to any questions, Mr. Chairman, if there are any.

Mr. FORD. Thank you very much, and I appreciate your specific recommendations. We have, in fact, had discussions at previous hearings over how you would deal with the situation that exists, particularly in larger cities where there is more than one institution meeting the criteria of an urban university in this bill, and the thought of providing for a consortia arrangement has been advanced, but I think that it is something that we will have to specifically address.

The idea that you expressed for the lead university—are you suggesting that in an area of this kind you would select a single university to be the grantee and have them, in turn, contract with the other insitutions in the community? What do you mean when you suggest the selection of a lead university?

Dr. ROSS. Mr. Chairman, one of my concerns—and it really doesn't fit the Little Rock or Arkansas situation—but as I have thought about this legislation being functional and beneficial in some of our larger metropolitan areas where there exist four or five major universities, it would seem that the responsibility for coordinating activities under this bill might best be done in that metropoltian area, rather than from Washington, and at that point it would be appropriate for one institution to assume some responsibility for that.

Beyond that, I am not suggesting that all funds flow through that single institution, necessarily, though that certainly might be one model to be followed, but I hope that you would at least explore that idea thoroughly, because it seems to me that that is a way for fixing certain amounts of responsibility for relating to the city, to the Government, to the local governments, and to other major organizations within the community, with an institution, and that other institutions' activities can then be seen in the light of some kind of master plan or approach.

Mr. FORD. Then what you are saying is that in a large metropolitan area where there may be several institutions, any one of which would qualify, that we ought to guard against having grants competing with each other in that metropolitan area?

Dr. ROSS. Precisely.

Mr. FORD. That is very clearly a problem in some of our major large cities. Perhaps we ought to protect the Commissioner in advance from lack of wisdom on his part.

Mr. Buchanan.

Mr. BUCHANAN. Thank you, Mr. Chairman.

I note in your written statement you also suggest that the bill could be strengthened:

> To offer encouraging words to those institutions that have been active in their urban communities and have established a track record.

And you suggest—

> a special place in the bill for those universities whose established mission for the past several years identified particular urban responsibilities or whose State coordinating board in the past designated as urban institutions.

I wonder if you would comment on that in your written statement?

Dr. Ross. I would be happy to.

I guess I've had some concern that there would be an influx of institutions, because of some passage of legislation here, that would all of a sudden decide that they have some new, distinct urban mission, and in a sense, if this bill can encourage that, it may be appropriate that they assume some new feelings in that regard. I guess I particularly wanted to address, though, the concern I have that those institutions who have decided for themselves, or have been given, as a matter of law, a distinct responsibility as an urban institution, that they be put into a category of getting specific attention through this legislation. It is not uncommon that single institutions, in States even with several metropolitan areas, are given the responsibility of having the urban responsibility.

Certainly, in Arkansas, we are Arkansas' urban university; certainly, in Kansas, Wichita State is. It is my understanding that the third institution that will be represented here today and testifying has been designated as an urban institution with urban responsibilities. I think that makes a difference. It should make a difference in terms of the kinds of faculty and programs and interest in getting involved in applied research that institutions have, and I think there is reason, therefore, for the legislation to recognize that category of institution.

Mr. Buchanan. Thank you, sir.

Mr. Ford. You do recognize that in defining an urban university in this legislation—if I might use names as examples—Harvard is not an urban university just because it sits in the middle of Boston.

Dr. Ross. Yes, sir, I understand that.

Mr. Ford. It lacks other characteristics that we think an "urban" university has, the kind of characteristics that your school, and Wichita State here, and Wayne University in Detroit, and the University of Alabama at Birmingham share. I suspect our school, the University of Denver, wouldn't qualify.

Dr. Ross. That's correct, sir.

Mr. Ford. I wouldn't expect it to.

Dr. Ross. I do hope that you will stick with the notion that the majority of students need to come to that institution from its metropolitan area. I think that that, in itself, speaks to the character of the service of that institution.

Mr. Ford. The characteristics of a student body that is commonly referred to as a commuter student body are such that they almost guarantee that you've got an existing relationship with the community that will persist over a period of time.

Dr. Ross. That's one of the very perceptive parts of this bill, I think.

Mr. Ford. We thank you very much for your appearance, and I hope to see you in Little Rock in a couple of weeks. We'll be down there to visit the Migrant Student Record Transfer Center.

[The written statement of G. Robert Ross follows:]

TESTIMONY OF G. ROBERT ROSS, CHANCELLOR, UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Mr. Chairman:

The main thrust of my comments today has to do with the need for change. The need for changes in higher education as well as changes in the urban community.

As I read H. R. 7328, it seems that the bill is designed to help improve the urban situation via the urban university. The approach is to improve the efforts at the federal level through universities to deal with urban problems. The bill directs us to the fact that there are universities that are in a position to be of service.

To date our record as a nation in dealing with urban problems has been less than impressive. State efforts have been for the most part, in nearly all states, non-existent. Federal efforts have focused upon functional approaches such as housing and education, structural approaches such as regional planning and development, and approaches aimed at the elimination of poverty. While these approaches have made some headway and certainly they have touched many individual lives, they have been tremendously expensive and have failed to have the impact we hoped for. I think the general criticism of these approaches has been with the lack of clarity as to who should provide the program focus, who is to lead, who is to coordinate, who is to synthesize, who is to monitor, who is to provide a neutral turf for discussion. One of the more attractive aspects of the urban grant bill is that it provides some potential of providing leadership, coordination and independent monitoring of federal policy in urban areas.

Mr. Chairman, there is another aspect of the history of past federal legislation that we can learn from. Programs directed toward urban problems have lacked the flexibility to accommodate differences that exist in various regions of our country. President Carter's new federal urban policy statement explicitly recognizes the different conditions that exist in different urban areas. This legislation must have flexibility so that the problems of one area can be dealt with in a totally different manner than in another.

Some of us, because of the impact of experience, approach a federal-university relationship that deals with community problems with some apprehension. One reason is that universities must change to make such a program work, and frankly universities are as tradition bound and slow to change as any institution our society has developed. This causes me to say that if the federal government wants to put its money into institutions of higher education, it ought to pick those who have shown an interest and willingness to change. There are some. But I am confident that if you ask, "Which universities should participate?" of the many well-known universities located in metropolitan areas, the response will reflect the traditional rather than the changing.

I represent an institution that today would not qualify on the basis of its city size in the proposed legislation as an urban university. I appreciate this opportunity to speak to the legislation even though we would not be involved if the bill is passed in its present form.

Mr. Chairman, our institution and our urban area are not unique in being disqualified because of the population criterion defining an urban area as an SMSA of 500,000 or more. I have made a list of notable metropolitan areas excluded by H. R. 7328. According to the Statistical Abstracts of 1976 published by the Census Bureau, the following metropolitan areas, and their institutions of higher education would be excluded.

Notable Metropolitan Areas Excluded by H.R. 7328

City	1974 SMSR	National Rank
Albuquerque	370,000	96
Austin	389,000	94
Baton Rouge	407,000	88
Charleston, S.C.	362,000	99
Chattanooga	390,000	93
Columbia, S.C.	361,000	100
Des Monies	328,000	110
El Paso	410,000	87
Fresno	439,000	82
Jackson	279,000	127
Las Vegas	320,000	111
Little Rock	356,000	101
Mobile	396,000	91
Paterson, N.J.	456,000	79
Raleigh-Durham	462,000	78
Tulsa	434,000	83
Wichita	375,000	83

The legislation would exclude more than one-third of the states which have no metropolitan area of 500,000 or more. The 18 states excluded are:

States excluded by H.R. 7328

Alaska
Arkansas
Hawaii
Idaho
Iowa
Kansas
Maine
Mississippi
Montana
Nevada
New Hampshire
New Mexico
North Dakato
South Dakato
South Carolina
Vermont
West Virginia
Wyoming

However, I think the legislation provides the chance even though slim for some of our more traditional universities to focus on new educational goals. For other institutions such as ours it could offer an enrichment of what we are now doing. It might give a new impetus to the programs that are presently in operation.

I have an ambitious feeling for this legislation in that I think that the potential of an urban grant university lies mainly in the probability that the modern, non-traditional urban university is the single social institution today that can negotiate the varying differences among political, financial, intellectual, and populists groups that exist at the federal, state and local levels. The core question is, how do we get the rich, the powerful, the poor, the disenfranchised, the bureaucrats, the eggheads, the doers, the thinkers, the feds and the states together to attack any problem? The answer might be,"let the university be the vehicle." I not only say we can do it, it would be extremely exciting and invigorating. Students may learn more and learn more effectively than they are now learning. Faculty may find new meaning for teaching and research through such a mix, and it has the significant potential of having an important impact on urban problems.

UALR has doubled the size of its full time faculty in the last four or five years. As we have selected persons for the faculty, we discussed the the urban mission and an urban role. There was self selection in the process in the faculty choosing to come join us, as well as our selecting them. The new faculty chose an institution with an urban mission. I am impressed that the faculty may be further along the road toward interface with the urban community than some of our administrative staff.

Students that enroll in our institution are also a new breed. During the last five years we have more black, more women, more older students, more students who are first generation college students than any other institution in our state. This is partly because of our urban environment and partly becuase of the educational goal we have established as our urban mission.

We have made an effort to share our university's resources with the community in an effort to make Little Rock a better place to live. Our faculty and our students have gained valuable knowledge and insight because of this. We view the community as a learning lab for our students and have encouraged a broad field experience program for our students credited by academic departments.

Two years ago, using seed money given to the University by a local group of businessmen, we established a Center for Urban and Governmental Affairs to help us reach out into the community through applied research. The Center, using full-time faculty and students, performs contract research for business, industry, government and non-profit organizations. Examples of the type of work done by the Center would be the development of the state's energy plan, a study which lead to the merger of the Little Rock-North Little Rock Chambers of Commerce into a Metropolitan Chamber of Commerce, and providing management development workshops for non-profit organizations.

I think this legislative bill as proposed could be strengthened to offer encouraging words to those institutions that have been active in their urban communities and have established a track record.

Specifically, I would suggest a special place in the bill for those universities whose established mission for the past several years identified particular urban responsibilities or whose state coordinating board in the past designated as urban institutions. A quick reading of institutional objectives as provided the regional accreditation organizations in the past would provide the information. It seems possible that those universities claiming state-wide, national, and/or international service objectives might not be selected as urban grants.

There are provisions in the bill that call for project assistance, program development, and comprehensive program grants. I think these provide appropriate ways to approach the many kinds of projects and programs that can be accomplished with an interface of the urban institution and the urban condition.

With certain changes, the urban university grant bill should, and I believe will, offer encouragement to faculty and to universities to become involved partners with the urban condition. I think it should reward and give impetus to those universities who have previously identified a specific role in the urban community.

Mr. **Ford.** The next witness will be the Honorable Don Mehlburger, mayor of Little Rock.

Mayor, I want to thank you for taking the time to prepare to come all this way for this hearing. We really appreciate having a representative of your city here.

Without objection, the statement that you prepared for the committee will be inserted in full at this point in the record and you may proceed to add to it or emphasize any parts of it that you wish.

[Written statement of Donald Mehlburger follows:]

TESTIMONY OF DONALD MEHLBURGER, MAYOR, LITTLE ROCK, ARK.

Mr. Chairman:

I appreciate this opportunity to present to you and your committee some thoughts on HR 7328 (Urban Grant Bill). I am first of all impressed that the hearings are being held here in Wichita, a great urban area with a great urban university. Unfortunately, the bill in its present state would exclude this fine institution from qualifying as a candidate for an urban grant.

A few months ago Dr. Ross, Chancellor of the University of Arkansas at Little Rock, along with a few members of his staff, a few members of the University's Board of Visitors, the City Manager of Little Rock, a member of the city council of North Little Rock, and I had the delightful experience of coming to Wichita State University to visit with President Ahlberg, members of his staff, members of the Wichita city council, and Wichita city officials. The purpose of our visit was to learn what we could about the model used here that encourages the strong sharing of resources between the community and the University.

What we found was a model not unlike our own in Little Rock. True, Wichita has had a longer history of community-University relations, and in many ways the scope of resource sharing is more comprehensive, but the similarities are striking and worth relating to you.

First, both Wichita and Little Rock are approximately the same size metropolitan areas. Both cities are urban areas in predominantly rural states. Both cities have experienced growth from immigration from rural areas of their states, as well as immigration from states to the north and east. Both cities operate with a city manager form of government.

Second, the histories of the two universities, Wichita State University and the University of Arkansas at Little Rock, are somewhat similar. That is, they have both moved from small liberal arts institutions to rather large urban universities. The characteristics of their student population is similar. However, the greatest similarity between the two institutions is that each has made a conscious decision to have as its goal an urban mission.

What is important to me about this is that the goal set forth by these two institutions did not just happen. Each university after thorough consideration and planning determined that its educational goal was to commit its resources, talent, and training to an urban mission and all that such a mission encompasses.

Mr. Chairman, Arkansas has only one urban area, Little Rock. Our SMSA has approximately 360,000 population. While we are a relatively small metropolitan area compared to areas such as Los Angeles, Chicago, or Houston, we share many of the same promises and problems for our citizens.

As Arkansas' only urban area and its state capital, people throughout Arkansas turn to Little Rock for what is has to offer. As in most urban areas, Little Rock provides its citizens with such cultural benefits as art centers, museums, a symphony, ballet, and a zoo. It is the medical center of Arkansas, housing all major hospitals including the University Medical Sciences Hospital and two V.A. centers. The Little Rock airport, the Little Rock port, the intersection of Interstates 30 and 40, and the rail system make Little Rock the transportation hub of Arkansas.

However, the Little Rock metropolitan area, as with most urban areas, also has problems. We have a multitude of governmental units - county government, numerous city governments, special districts, and school districts - with overlapping and confusing jurisdictions. Our local governments are underfinanced and constitutionally restricted from revenue sources. The demand for services is greater than revenues will allow.

We face a climbing crime rate; while we have begun renovation of our downtown area, much more is needed for true vitality. We have problems with annexation and planned growth, and our public transit system is inadequate. The point is simply that while our problems may not be of the same magnitude as those of Chicago or Detroit, they do exist, and they are problems brought on by urbanization.

A bill such as the urban grant bill will not be a panacea, but if properly drawn and administered, it certainly can be a step in the right direction. Further, such a bill should not exclude cities such as Little Rock or institutions such as the University of Arkansas at Little Rock from the opportunity to share in such a beneficial federal program.

I would also hope that we have learned from past federal programs that the quantity of funds available not be so limited as to undermine the intent of the program and that the life of the program be so short as to never allow it to be fully implemented. Such a program needs sufficient funding and a period of time (five years at least) to properly address the problems at hand.

Mr. Chairman, I have one last point, but I think it is important. Not being an academic, I will not attempt to address all the criteria a university must meet to qualify for a grant under the draft legislation.

However, being both an engineer and a mayor, I think I can offer this advice. In order to quality as urban grant institutions, Universities should demonstrate a true commitment to urban problems through community service. They must demonstrate a willingness through their administrative structure and the commitment of their faculty to apply their resources to community problems and in turn use their communities as learning experiences for their students. My experience has been that most traditional universities, even when located un urban areas, are unwilling to do this. The extent to which universities have acquired research dollars or the number of years they have offered graduate work have little to do with the extent to which they are willing to commit their resources to applied community problems.

For years the University of Arkansas at Little Rock has provided intern students to Little Rock city government. This program has benefited both the city and the students. The city from time to time has professionals who teach courses in planning and administration for the University. Again, both the city and the University benefit from sharing of resources. The University's Center for Urban and Governmental affairs has provided consultation and computer programming on surveys conducted by the city. Members of the University's Biology Department have consulted and helped on problems with our Little Rock Zoo. Members of the Chemistry Department are presently conducting a water runoff study to determine the effect of urban development on water runoff. The Center for Urban and Governmental Affairs at the University is conducting a study of the impact of two new interstate systems in Little Rock on those persons and businesses that have had to relocate.

University facilities such as the Continuing Education Conference Center, the University library, the University planetarium, many of the University labs, the University swimming pool, the University tennis courts, the University gym, the University theatre and the University concert hall are all open for public use. These are only a few of the areas of study and cooperation between the University and the community that demonstrate the desire of both the community and the University to share resourses to the benefit of both.

The potential for further cooperative efforts between the city of Little Rock and UALR is great. There are many areas of concern such as public transportation, land use planning, standards of professionalism for city personnel, continuing education for all segments of the community and community development where the resources of the University could be applied in a joint effort with city government. Further, I think the University has the creditability and capacity to play the role of a neutral arbiter in policy disputes that many times brings government to a standstill. The urban grant bill would encourage the city and university to cooperate on matters such as those I just cited.

I am excited about the opportunities provided by the urban grant bill. The concept is worthy and appropriate. My excitement will increase, however, upon realization that the draft has been corrected to afford urban areas such as Little Rock, Arkansas and its urban university, the University of Arkansas at Little Rock,the opportunity to participate.

STATEMENT OF DONALD MEHLBURGER, MAYOR OF LITTLE ROCK, ARK.

Mr. MEHLBURGER. Congressman Ford, Congressman Buchanan, others that are here, I, too, appreciate this opportunity, not that what I have to say is so terribly important or so brilliant, but the fact that at least it shows sincerity on our part. I did arise at 5 o'clock this morning to catch a private plane, paid for with private funds, to come to this meeting this morning so that I could show that the city of Little Rock is vitally interested in the proposed legislation.

There is a little bit of a conspiracy involved here—I'm sure you've caught on to it by now—but Dr. Ross and I did come to Wichita several months ago, and we have gotten acquainted with the city and with Dr. Ahlberg and the university here, and discovered and discussed our similarities, so in the things we say, you will not see any disagreement among us this morning, I can assure you.

I don't think I need to say an awful lot, because I feel that you don't need a lot of convincing to see that certain changes need to be made.

Very quickly, from what I've learned, the University of Arkansas at Little Rock and Wichita State University are quite similar. Our cities are similar, too. We both are urban areas of predominantly rural States; both have experienced growth from immigration; both have the city manager form of government; both have brilliant, articulate, attractive mayors. The histories of the universities are quite similar also.

There are some 16,000 cities in America; 15.897 of them are smaller than Little Rock. These are cities, not SMSA's. We have a little bit different situation than Wichita in that our city bears a smaller proportion of the SMSA. in terms of our population to the total SMSA. However, the two SMSA's are quite similar in size, some 10 or 20,000 apart, but very, very close.

Little Rock has one each of many things that New York and other places have. Ours may be smaller, but we have at least one of each. We have one art center, one museum, a symphony, a ballet, a zoo, a medical center—the University Medical Center, VA Hospital, airport, port on the river, a foreign trade zone, all of these things that other places much larger than we are also have.

We certainly have our problems. Granted, they are not to the extent of Baltimore and other places. We hope that we can get into a posture of acting rather than reacting. We really need a lot of help as a city.

And let we say this. My background is consulting engineering. I've had 19 years of working with municipalities in the State of Arkansas, and I know the jargon of EPA and EDA and HUD and all the various programs, and still it's about all I can handle with my engineering degree and my background. I went to the land-grant university in the northwest corner of the State, where I got a very good engineering education, but they didn't teach me a thing about being mayor, or about politics, or about the problems of cities.

This particular bill that you propose and have under consideration certainly is not a panacea for all our problems, but it can be of great help. Our problems are everything from public transit, annexation, planned growth, a rise in crime rates. We are designated, or may be, a nonattainment area by EPA because of fluorocarbons, and that scares us to death. We have all sorts of problems that we don't have the expertise to solve. We can't go hire consultants. We can't staff up to study these problems. It is the sort of thing that, unless we have additional help in solving the problems of our city, they will just get worse. We are stretched to the absolute limit that our State legislature and our 1873 State constitution will allow us, in terms of financing and funding.

We have, I think, more problems than Wichita. I'm sure of it when I see this beautiful building they have, and Congressman Ford, when you're in Little Rock I hope that the taxi driver or your escort will run you by our city hall so that you will see that we are not quite as far along as Wichita.

The interfacing between the university and the city has increased to a great extent in the last few years, and even at this point they are cooperating in a 208 study that is funded by EPA. We have different items that they have worked on, including public opinion surveys in their assistance to us. We have tried to reciprocate as best we can, although we don't, I'm embarrassed to say, have a funding mechanism such as they have in Wichita. Potential for further cooperation is even greater, as we are going into cable television—we're the No. 50 market in America—and we will issue a franchise in December, and part of that will be studios and equipment that tie in the University of Arkansas at Little Rock into the cable network.

I see other potential places where, in disputes, as an arbitrator, the university can have a role, and in delving into some of the unpopular items, as far as studies and coming back with reports, that my city administration needs. I've been mayor for 2 years; I intend to be for 2 more years, and then I'll go back to real life, being an engineer.

Let me say that I am excited about the possibilities of the legislation, and it certainly would increase if Little Rock and the university were included in the legislation.

Recalling from your speech on May 23, 1977, to Congress, where you said—and you said this very humbly—"I certainly accept the proposition that this bill can be improved," and I very humbly say that with a few changes, it will be an excellent bill.

Thank you, and if there are any questions, I'll answer.

Mr. FORD. Thank you, Mr. Mayor. We appreciate your "Razorback" reticence this morning. As the mayor of Nellie Forbush's hometown. I know that you carry a burden around the country with you.

We do, indeed, appreciate the tremendous inconvenience you faced and the resulting effort that you had to put forth to add your testimony to this record. But I want to assure you that it adds a facet and dimension that is absolutely essential in making it possible for our colleagues throughout the country to understand who will be reached by the legislation and who it is intended to reach. I suspect that having the mayor of Little Rock displayed prominently as a supporter of the concept involved in this legislation will draw the attention of a number of our colleagues from your part of the country who might otherwise be concerned about other issues to the point where they wouldn't have time to listen to us advocate this type of program. We cannot overemphasize the importance to the committee of having your contribution, particularly at this time.

Mr. Buchanan.

Mr. BUCHANAN. Thank you, Mr. Chairman.

I would like to join the chairman in thanking you and Dr. Ross for making this trip and for your very fine contribution to these hearings.

As a former resident of Arkansas—El Dorado—who didn't know there was such a thing as the Arkansas River until I got to Wichita, I especially appreciate your doing this. I think I'm inclined to agree with you on the subject of both mayors. I distinguish a few differences between the two, but I think you've properly characterized both of the mayors who testified this morning.

Mayor MELHBERGER. Thank you.

Mr. FORD. Thank you again, sir.

Now we have Mr. Granville Sawyer, president of Texas Southern University at Houston.

President Sawyer, you have been kind enough to submit a formal statement to the committee. Without objection, it will be inserted in full at this point in the record, and you may proceed to add to it, emphasize it, or comment on it in any way that you find most comfortable.

[Written statement of Granville Sawyer follows:]

PREPARED STATEMENT OF GRANVILLE M. SAWYER, PRESIDENT, TEXAS SOUTHERN UNIVERSITY, HOUSTON, TEX.

MR. CHAIRMAN, MEMBERS OF THE SUB-COMMITTEE ON POST-SECONDARY EDUCATION, HOUSE COMMITTEE ON EDUCATION AND LABOR:

I am Granville M. Sawyer, President of Texas Southern University, a State-assisted, minority-oriented higher institution located in Houston.

I appreciate the opportunity to offer some views on the philosophy of the concept of urban grant universities, and some reactions to "The Urban Grant University Act" now under official consideration by the Sub-committee.

I state at the very outset of this testimony that Texas Southern University, for reasons which I shall outline briefly later on, welcomes the prospect that Federal legislation is under serious consideration to provide the nation's cities with more direct access to the skills and the resources of colleges and universities, and to provide these institutions with a more definite and dynamic role in direct address to the problems of our cities.

Presented at a Hearing before the Subcommittee on Postsecondary Education, Committee on Education and Labor, U. S. House of Representatives, City Commission Chambers, City Hall, Wichita, Kansas, October 25, 1978.

Indeed, the principle of a fuller utilization of the programmatic and service capabilities as well as the research capacities of qualified institutions in approaches to the present and future situation of American cities strongly recommends itself to thoughtful public officials, to educators, and to citizens themselves. The encouragement of an implementation of this principle is a worthy subject of Congressional legislation and fiscal support, and cannot fail to be heartening to the cities themselves, and to the institutions which are so crucially involved in the history and the destiny of urban areas. Certainly, in one sense the institutions often themselves are identifiable socio-economic enclaves within the city--cities within the city, and must perforce carry out definite roles and functions in the management policies and practices of metropolitan areas.

I said earlier that Texas Southern University as an individual institution has special credentials and entitlements in any conscionable ascertainment of the present status of urban higher education in the nation, and in determinations of conscientious and effective encouragements of institutional commitments to urban education in the future. This is not just a matter of the University's location in Houston, one of the fastest growing metropolitan areas in the country and, for that matter, in the world, though this is obviously an important fact.

What is more immediately pertinent, however, is that for the decade immediately past and even earlier, the University Administration has carefully considered several sets of philosophical factors as well as several patterns of programmatic options regarding a definite urban focus as an important part of its educational and service rationale. One result is that in 1973, in attestation to Texas Southern's incorporation of urban components into its overall institutional mission, the Legislature of the State of Texas formally and officially designated the University "a special-purpose institution of higher education for urban programming." (Sub-chapter A, Chapter 106, Texas Education Code, Section 106.02). (A document which sets forth the theoretical basis for the designation, Toward an Urban University, and a second document which details the history of the effort--Lash, Freeman, Dixon, Texas Southern University: From Separation to Special Designation (1975)--are included as appendixes to this testimony. Also included is a concept paper by Sawyer, The Cities Within the City which establishes a basis for specific programmatic development in a special-purpose urban university.)

We think that this identity--a special-purpose Urban University--may be one of a very few such designations of a given institution by government at any level. We are certain that the Legislative recognition of the appropriateness of a function in higher education relating to the cities was at least a chronological, if not an ideological, forerunner of proposals for national legislation in this same area of government commitment. Without a doubt, for Texas Southern, the special designation was a significant step forward in the conceptualization and codification of the University's overall role and mission.

I should tell you as a matter of information that the language of the Texas Legislature, like some of the language of the H.R. 7328, envisions the urban commitment of Texas Southern as an additional and integral part of the institution's total mission, and was not intended to transform the University from its historical status to a new orientation entirely. The wording of the enactment is quite specific in this regard: "in addition to providing other general academic and related programs, Texas Southern is designated etc."

Like the Resolution under the present consideration of this Subcommittee, moreover, that Texas enactment does not attempt any prescription of the specific elements which should characterize a relevant urban commitment: the phrase is that the University "shall provide instruction, research, programs and services as are appropriate to this designation." May I say for the record, that I applaud the wisdom and the foresight of the Sixty-Third Session of the Texas Legislature in enacting this virtual first-time legal designation, even if thus far its State supports have been as nominal as they have been actual. It may be that the most substantial thing that I do today in presenting this testimony is to proffer grass-roots evidence that a State which made the transition from rural to urban status as recently as the 1950 census has sanctioned the urban university concept.

The 1973 legislative designation came five years after a formal codifying of Texas Southern University's functional history as a senior college serving essentially an urban clientele. Programs which flowed from this goal-orientation in 1968 and legislative recognition in 1973 include but are not limited to the following.

1. Establishment of an URBAN RESOURCE CENTER
   Focus: Institutional change agent, institutional research, community needs assessment and human resource development.

2. Participation in Government-funded MODEL CITIES PROGRAM
   Focus: Citizen participation in local governance and neighborhood improvement.

3. Establishment of WEEK-END COLLEGE
   Focus: Access to formal educational experiences for full time employees, career advancement, leadership development and self-renewal.

4. TRAINING OF TEACHER TRAINERS (TTT)
   Focus: Continuing education for in-service teachers. Emphasis on problems related to desegregation, social tensions, etc.

5. Establishment of BANKING CENTER
   Focus: Undergraduate degree program and internship for minorities preparing for careers in finance and banking.

6. Establishment of SCHOOL OF COMMUNICATIONS
   Focus: Degree Program and internship in telecommunications (KTSU-FM) for minorities, extension of educational services to community.

7. Establishment of SCHOOL OF PUBLIC AFFAIRS
   Focus: Degree programs and internships in local, state and federal government, lectureship via RALPH BUNCH CHAIR.

   a. Urban Intern Program

b. Degree Programs
Graduate: Public Administration, Public Planning, City Planning
Undergraduate: Health Administration, Criminal Justice, Housing Management, Public Affairs

8. Operation of PEACE CORPS, TEACHER CORPS, PEACE CORPS/TEACHER CORPS PROGRAMS
Focus: Degree programs, internships and service in local and international communities.

9. Acquisition of MOTOR CAMPUS
Focus: Counseling, technical assistance, community information center on wheels.

10. Participation in Government-funded UNIVERSITY YEAR FOR ACTION PROGRAM
Focus: Internships in private sector, job experience-related degree program.

Other Program Activities

11. School of Business: SMALL BUSINESS DEVELOPMENT CENTER

12. School of Technology: COOPERATIVE EDUCATION PROGRAM

13. Home Economics: CHILD DEVELOPMENT LABORATORY

14. General: COMPREHENSIVE EMPLOYMENT AND TRAINING ACT PROGRAM

15. School of Pharmacy: DRUG ABUSE CENTER

16. School of Law: LEGAL AID REFERRAL CLINIC

An important factor in the decision of the Administration of Texas Southern University, including its Board of Regents, to seek a designation as a special-purpose urban institution--and, indeed, a vital factor in our taking advantage of this opportunity for testimony before this Committee--is the aforementioned fact of our minority orientation. Despite its measurable gains in multi-cultural student enrollment, Texas

Southern is conventionally placed in that group of higher institutions still conveniently called "predominantly Negro" or "traditionally black" or "historically ethnic," whatever that means. We do not object to such colloquialisms, of course, and in the context of an assessment of the values of urban grant university legislation, this kind of racial categorizing, though sometimes imprecise in notional if not in statistical terms, can have a special application.

From another dimension of thought, we do not subscribe nor respond to the parochial definition of racial distinctions. Certainly, status as a "black university" in Texas Southern's operational profile speaks to the black experience, but beyond that, it addresses identifiable segments of the larger human experience. It generalizes the concept of ethnicity to the experiential mode of minority-majority relationships however the relationships may be defined, by whatever group takes them under consideration in any time frame. Indeed, in 1968 TSU articulated an institutional goal thusly: The operation of continuing programs and services which exemplify how majority and minority groups, however these may be defined, may teach, learn and live together in a mutually satisfactory and reciprocally enriching way. An enrollment of approximately 25% non-Black Americans in a student population of over 9,500 in 1977-78 is strong and direct testimony of the positive effects of our work toward accomplishing this key goal. Parenthetically, nearly 18% of the University student enrollees that year were international from fifty-one different nations.

The integrity of the black experience, however, must remain as the nexus of our institutional character if we are to optimize our contributions to the larger and potentially more threatening configuration of minority-majority dynamics as they transcend race, for example, and become increasingly a function of class distinction. The issues of race, nonetheless, must be factored out if Urban grant legislation is to impact the problems of the black college and its clientele.

RACE AND POVERTY: THE URBAN CRISIS

I mention race and poverty as elements in a setting which recognizes urban problems only as a confirmation of the almost unanimous concensus identification of knowledgeable people, not as a matter of instant problem-analysis and correspondingly-instant resolution. The fact of the minority orientation of Texas Southern University, and many others like it, means that in those cities and metropolitan areas in which we are located ours has been much, much more than a physical presence.

There is no need here for a reprise of incidents in the sixties in which schools like Texas Southern and Jackson State and South Carolina State and North Carolina A. and T. were historically involved. It is enough to say that, as minorities in cities like Houston and Dallas and Birmingham and Washington and Baltimore and Nashville and Memphis have found themselves more and more in proprietary and decision-making roles in civic affairs, they have turned, almost reflexively, to the higher institutions on which they had to rely in earlier, leaner days in the struggles for their civil rights.

It is no secret to any intelligent observer for race relations in America that black college campuses were for a time the American society's only predictable controls on what could easily have become once again rampant and reckless exercises in frustrated violence by minority people. I would contend that the potential for creative and constructive social roles for these institutions is still there, to be stimulated and encouraged, as it were, in every way possible.

I would urge, then, that as far as possible, the language and the sentiment of legislation relating to urban grant universities fully recognize the productive experience which minority-oriented schools among others have had in dealing with the human problems in the cities of their location. I would fervently hope that the legislation could be written finally in such a way--within the letter and the spirit of existing civil rights provisions--that it articulates a strong Congressional intent that this legislation shall make full and adequate provisions for the higher education of inner-city youth, among others, whose plans for a college education have too often been glossed over and "ripped off," to use a common expression, by some of the higher institutions themselves.

My information is that the "Urban Grant University Act" has already been subjected to some questioning in regard to its overt indexes and signals that minority-oriented higher institutions are to be *included* in its proposed funding patterns, or, at least, that they are to be considered and not actually *excluded* when announcements of urban grant recipient institutions are actually made. If this questioning exists--as I suspect it does--it is probably because of the experience of these institutions with Federal legislation which held out great promise of them in confirmation and verification of their historical services to the minority populations, therefore to the nation, but which somehow got diluted and diverted before its full benefits got to them.

I must say that in Federal program after Federal program what started out as an avowed support structure for minority institutions or at least for minority college students has been turned to the benefit of other schools themselves, but more importantly, to other clients. I say this with some reluctance, but I must say it: Title III of the very Federal legislation under whose amended authorizations this proposed Urban Grant University Act would be validated and funded--the Higher Education Act of 1965--was generated originally at the invitation of the Congress as a brainchild of minority college leaders, but turned out over the years to be a definite boon to institutions whose minority student interests and enrichment programs are confined mainly to football and basketball players. I say that facetiously, of course, but it has in it something of a *caveat* if the Congress is interested in supporting the efforts of those higher institutions which have had to come to iron grips with *real* *urban* *human* problems: THE URBAN CRISIS. We ought to make sure that our urban grant university support goes to institutions with a long history of experience with an expertise in dealing with urban problems, where it can accomplish real results in community action, rather than to institutions which can furnish a glamorous public-relations panache.

I intend here to communicate to the Committee my own sense of doubt that unless the Urban Grant University Act gets rather specific in the phrasing of its predisposition toward the inclusion of minority-oriented institutions, guidelines will be written and/or administrative procedures devised which will by and large exclude these schools. Minority-oriented colleges and universities need to be included much more often in those decision-making processes of the Congress which can decisively affect their futures, and those of their clientele, for in the area of legislative initiatives we have been conspicuous by our absence.

I note, as a case in point and without any implication other than a statement of fact, that the fixing of a figure of 500,000 SMSA population as the lower-limit requirement for the location of proposed urban grant university designee institutions would include only 22 of more than 100 minority institutions in some fifteen SMSA locations. In each of these locations, moreover, there are majority institutions which have already identified themselves, at least organizationally though not always programmatically, as "urban" institutions. The legislation would encourage the idea of consortia, of course, but does not require the inclusion and/or cooperation of minority-oriented institutions which may be interested in becoming "key" members in such consortia. Mind you, I am not necessarily contending that the legislation should get down to that kind of specifics. I am simply pointing out a fact in the hope that the history of our experiences will illuminate this reality for the membership of this Committee.

Having made these representations in behalf of the credibility and leverage which minority-oriented higher institutions have with respect to minority communities, let me hasten to add that these institutions do not have "secret" answers to complicated questions relating to urban etiology demographics and technographics, not even those involving race and poverty. A Texas Southern University can speak from long and difficult experience, but we cannot speak as much as we would like to from a base of accurate knowledge and research. Minority institutions have been adequately regarded and equally treated as educational and social resource agencies, and sometimes have been viewed as echoic and imitative quasi-counterparts of majority institutions.

I do not mean to suggest, therefore, that Texas Southern has already developed satisfactory answers to urban problems. I do mean to say that minority institutions can bring to the search for satisfactory answers an expertise and an empathy in areas of human relations which may be difficult to find elsewhere. These two, expertise and empathy, are intangibles, of course, but they can be made to have a legitimate and visible role as higher education is enabled to shoulder its responsibilities in resolutions of urban problems.

- End -

STATEMENT OF GRANVILLE M. SAWYER, PRESIDENT OF TEXAS SOUTHERN UNIVERSITY, HOUSTON, TEX.

Mr. SAWYER. Thank you, Mr. Chairman, Congressman Buchanan, I am Granville M. Sawyer, president of Texas Southern University, a State-assisted, minority-oriented, higher education institution located in Houston.

I appreciate the opportunity to offer some views on the philosophy of the concept of urban grant universities, and some reactions to the Urban Grant University Act now under official consideration by the subcommittee.

I state at the very outset of this testimony that Texas Southern University welcomes the prospect that Federal legislation is under serious consideration to provide the Nation's cities with more direct access to the skills and the resources of colleges and universities, and to provide these institutions with a more definite and dynamic role in direct address to the problems of our cities.

Texas Southern, as an individual institution, has special credentials and entitlements in any conscionable ascertainment of the present status of urban higher education in the Nation, and in determinations of conscientious and effective encouragements of institutional commitments to urban education in the future. This is not just a matter of the university's location in Houston, one of the fastest-growing metropolitan areas in the country and, for that matter, perhaps in the world, although this is obviously an important fact.

What is more immediately pertinent, however, is that for the decade immediately past and even earlier, the university administration has carefully considered several sets of philosophical factors as well as several patterns of programmatic options regarding a definite urban focus as an important part of its educational and service rationale. One result is that in 1973, in attestation to Texas Southern's incorporation of urban components into its overall institutional mission, the legislature of the State of Texas formally and officially designated the university "a special-purpose institution of higher education for urban programing."

A document which sets forth the theoretical basis for the designation, "Toward an Urban University," is submitted along with this testimony. I believe the chairman has a copy of it in front of him, but it is this document, "Toward an Urban University," backed up by another that gives a history of the efforts behind it, "From Separation to Special Designation."

I would also refer to an essay on the integration of functions of the city as they might focus on the solution of urban problems, titled "The City Within the City," and another titled "Reaching Out," a planning study linking the inner-city community and the university; still another one, "A Community Development and Neighborhood Planning Process"; and yet another, "An Analysis of Texas Southern University's Capacity to Service Community Needs." These represent abstractions from an extended series of documentations and codifications verifying the viability of Texas Southern as a special-purpose university for urban programing.

We think that this identity—a special-purpose urban university—may be one of a very few such designations of a given institution by government at any level. We are certain that the legislative recognition of the appropriateness of a function in higher education relating to the cities was at least a chronological, if not an ideological, forerunner of proposals for national legislation in this same area of government commitment. Without a doubt, for Texas Southern, the special designation was a significant step forward in the conceptualization and codification of the university's overall role and mission.

I should tell you, as a matter of information, that the language of the Texas Legislature, like some of the language in H.R. 7328, envisions the urban commitment of Texas Southern as an additional and integral part of the institution's total mission, and was not intended to transform the university from its historical status to a new orientation entirely. The wording of the enactment is quite specific in this regard: "In addition to providing other general academic and related programs, Texas Southern is designated . . . " et cetera.

Like the resolution under the present consideration of this subcommittee, moreover, that Texas enactment does not attempt any prescription of the specific elements which should characterize a relevant urban commitment; the phrase is that the university "shall provide instruction, research, programs, and services as are appropriate to this designation."

May I say, for the record, that I applaud the wisdom and the foresight of the 63d session of the Texas Legislature in enacting this virtual first-time legal designation, even if thus far its State supports have been as nominal as they have been actual. It may be that the most substantial thing that I do today in presenting this testimony is to proffer grassroots evidence that a State which made the transition from rural to urban status as recently as the 1950 census has sanctioned the urban university concept.

The 1973 legislative designation came 5 years after a formal codifying of Texas Southern University's functional history as a senior college serving essentially an urban clientele. Programs which flowed from this goal-orientation in 1968 and legislative recognition in 1973 include, but are not limited to, the following:

(1) Establishment of an urban resources center. Focus: Institutional change agent, institutional research, community needs assessment and human resource development.

(2) Participation in Government-funded model cities programs. Focus: Citizen participation in local governance and neighborhood improvements.

(3) Establishment of a weekend college. Focus: Access to formal educational experiences for full-time employees, career advancement, leadership development, and self-renewal.

(4) Training of teacher trainers. Focus: Continuing education for in-service teachers, with emphasis on problems related to desegregation and social tensions in the urban public schools.

(5) Establishment of a banking center. Focus: Undergraduate degree program and internship for minorities preparing for careers in finance and banking.

(6) Establishment of a school of communications. Focus: Degree programs and internships in telecommunications for minorities, extension of educational services to the community.

(7) Establishment of a school of public affairs. Focus: Degree programs and internships in local, State, and Federal Government, lectureship under sponsorship of the Ralph Bunche Chair; urban intern programs; degree programs: public administration, public planning, city planning; undergraduate in health administration, criminal justice, housing management, and public affairs.

(8) Conduct of Peace Corps, Teacher Corps, Peace Corps/Teacher Corps programs. Focus: Degree programs, internships and service in local and international communities, again mainly urban.

(9) Acquisition of motor campus. Focus: Counseling, technical assistance, community information center on wheels.

(10) Participation in Government-funded university Year for Action program. Focus: Internships in the private sector, job experience-related degree program.

Other program activities include, from the school of business, business development center; the school of technology, cooperative education program; in home economics, child development laboratory; in general, the Comprehensive Employment and Training Act program; in the school of pharmacy, drug abuse center; and in the school of law, legal aid referral clinics.

This listing represents about half of the programs as reported to the coordinating board of the state of Texas as illustrative of how the university is responding, has responded and continues to respond, to its clientele through its special-purpose designation.

An important factor in the decision of the administration of Texas Southern University, including endorsement of its board of regents, to seek a designation as a special-purpose urban institution—and, indeed, a vital factor in our taking advantage of this opportunity for testimony before this committee—is the aforementioned fact of our minority orientation. Despite its measurable gains in multicultural student enrollment, Texas Southern is conventionally placed in that group of higher institutions still conveniently called "predominantly Negro" or "traditionally black" or "historically ethnic," whatever those mean. We do not object to such colloquialisms, of course, and in the context of an assessment of the values of urban grant university legislation, this kind of racial categorizing, though sometimes imprecise in notional if not in statistical terms, can have a special application.

From another dimension of thought, we do not subscribe, nor do we respond, to the parochial definition of racial distinctions. Certainly, status as a "black university" in Texas Southern's operational profile speaks to the black experience, but beyond that, it addresses identifiable segments of the larger human experience. It generalizes the concept of ethnicity to the experiential mode of minority-majority relationships however the relationships may be defined, racial or otherwise, by whatever group takes them under consideration in any time frame.

Indeed, in 1968 TSU articulated an institutional goal thusly: The operation of continuing programs and services which exemplify how majority and minority groups, however these may be defined, may teach, learn and live together in a mutually satisfactory and reciprocally enriching way.

An enrollment of approximately 25 percent nonblack Americans in a student population of over 9,500 in 1977–78 is strong and direct testimony of the positive effects of our work toward accomplishing this key goal. Parenthetically, nearly 18 percent of the university student enrollees that year were international, from 51 different nations, with concentrations from developing countries.

The integrity of the black experience, however, must remain as the nexus of our institutional character if we are to optimize our contributions to the larger and potentially more threatening configuration of minority-majority dynamics as they transcend race, for example, and become increasingly a function of class distinction. The issues of race and poverty, nevertheless, must be factored out—or factored in—if urban grant legislation is to impact the problems of the black college, its clientele, and its clientele area.

Race and poverty form the urban crisis. Urban problems are problems with systems; the crisis is problems with people.

I mention race and poverty as elements in a setting which recognizes urban problems only as a confirmation of the almost unanimous consensus identification of knowledgeable people, not as a matter of instant problem analysis and correspondingly instant resolution. The fact of the minority orientation of Texas Southern University, and many others like it, means that in those cities and metropolitan areas in which we are located, ours has been much, much more than a physical presence.

There is no need here for a reprise of incidents in the sixties in which schools like Texas Southern and Jackson State and South Carolina State and North Carolina A. & T. were historically involved. It is enough to say that, as minorities in cities like Houston and Dallas and Birmingham and Washington and Baltimore and Nashville and Memphis have found themselves more and more in proprietary and decisionmaking roles in civic affairs, they have turned, almost reflexively, to the higher institutions on which they had to rely in earlier, leaner days in the struggles for their civil rights.

It is no secret to any intelligent observer for race relations in America that black college campuses were for a time the American society's only predictable controls on what could easily have become once again rampant and reckless exercises in frustrated violence by minority people. I would contend that the potential for creative and constructive social roles for these institutions is still there, to be stimulated and encouraged, as it were, in every way possible.

I would urge, then, that as far as possible, the language and the sentiment of legislation relating to urban grant universities fully recognize the productive experience which minority-oriented schools, among others, have had in dealing with the human problems in the cities of their location. I would fervently hope that the legislation could be written finally in such a way—within the letter and the spirit of existing civil rights provisions—that it articulates a strong congressional intent that this legislation shall make full and adequate provisions for the higher education of inner-city youth, among others, whose plans for a college education have too often been glossed over and "ripped off," to use a common expression, by some of the higher institutions themselves.

My information is that the Urban Grant University Act has already been subjected to some questioning in regard to its overt indexes and signals that minority-oriented higher institutions are to be included in its proposed fundings, or, at least, that they are to be considered and not actually excluded when announcements of urban grant recipient institutions are actually made. If this questioning exists—and I assume that it does—it is probably because of the experience of these institutions with Federal legislation which held out great promise in confirmation and verification of their historical services to the minority populations, therefore to the Nation, but which somehow got diluted and diverted before its full benefits got to them.

I intend here to communicate to the committee my own sense of doubt that unless the Urban Grant University Act gets rather specific in the phrasing of its predisposition toward the inclusion of minority-oriented institutions, guidelines will be written and/or administrative procedures devised which will, by and large, exclude these schools. Minority-oriented colleges and universities need to be included much more often in these decisionmaking processes of the Congress which can decisively affect their futures, and those of their clientele, for in the area of legislative initiatives we have been conspicuous by our absence.

I note, as a case in point, and without any implication other than a statement of fact, that the fixing of a figure of 500,000 SMSA population as the lower limit requirement—and I am, indeed, satisfied with the chairman's response to that issue earlier in this present setting—but if this were maintained, it would include only 22 of the more than 100 minority institutions in some 15 SMSA locations. The important point for my raising this issue is that in each of these locations, moreover, there are majority institutions which have already identified themselves—and I agree with Chancellor Ross, that some are yet to join in that exercise—at least organizationally, though not always programmatically, as "urban" universities.

The legislation, as I read it, would encourage the idea of consortia, by inference if not by reference, of course, but does not require the inclusion and/or cooperation of minority-oriented institutions which may be interested in becoming key members in such consortia. I use the word "key" over Dr. Ross' "lead" for some obvious, connotative reasons.

Mind you, I am not necessarily contending that the legislation should get down to that kind of specifics. I am simply pointing out a fact in the hope that the history of our experience will illuminate this reality for the membership of this subcommittee.

Having made these representations in behalf of the credibility and leverage which minority-oriented higher institutions have with respect to minority communities, let me hasten to add that these institutions do not have "secret" answers to complicated questions relating to urban etiology demographics and technographics, not even those involving race and poverty. A Texas Southern University can speak from long and difficult experience, but we cannot speak as much as we would like to from a base of accurate knowledge and research. Minority institutions have not been adequately regarded and equally treated as educational and social resource agencies, and sometimes have been viewed as echoic and imitative quasi-counterparts of majority institutions.

I do not mean to suggest, therefore, that Texas Southern has already developed satisfactory answers to urban problems. I do mean to say that minority institutions can bring to the search for satisfactory answers an expertise and an empathy in areas of human relations which may be difficult to find elsewhere. These two, expertise and empathy, are intangibles, of course, but they can be made to have a legitimate and visible role as higher education is enabled to shoulder its responsibilities in resolutions of urban problems.

Again I express my sincere thanks for the opportunity to offer this testimony, and to say that I was to have been joined by a representative of Mayor Jim McConn's office, but circumstances militated against that. I would respectfully request that the hearings would be held open for 10 to 14 days to receive a statement from Mayor McConn's office.

Thank you.

Mr. FORD. Thank you.

The hearing record will be open, I assume for the balance of this year, for supplemental material that is being prepared by people who have testified and who have not had an opportunity to testify.

I want to thank you very much for your preparation, but I also thank you for anticipating by so many years what it is that we now address ourselves to. In going through the material that you've presented as a part of your appendices, I find that back in 1972 you basically wrote the speech that I put in the Record last year when this bill was introduced, thereby demonstrating that this legislation does not purport to reinvent the wheel.

The background material you've given us on your institution is very fascinating, particularly this document: "From Separation to Special Designation." It's a real success story not only for your institution, but it encourages one to believe that things do occasionally go right in this country, and that good can come out of tension.

With respect to your special concern for participation of black- or predominantly minority-populated colleges, I would call your attention to a study that was made at the request of our colleague, Shirley Chisholm, prior to her agreeing to cosponsor this legislation.

Without objection, I would like to insert it at this point in the record, following the testimony of Mr. Sawyer. It is dated September 13, 1977, and it's from the Education and Public Welfare Division of the Library of Congress to the Honorable Shirley Chisholm: "Subject: Participation of Black and predominantly Hispanic colleges and universities in the proposed Urban Grant University Act of 1977."

[The testimony referred to above follows:]

The Library of Congress
Congressional Research Service
Washington, D.C. 20540

September 13, 1977

TO: Honorable Shirley Chisholm
Attention: Belita Heron

FROM: Education and Public Welfare Division

SUBJECT: Participation of Black and Predominantly-Hispanic Colleges and Universities in the Proposed Urban Grant University Act of 1977

In response to your request for a discussion of the above subject we have prepared the following memorandum. A section-by-section description of the bill is also enclosed as is the article you requested.

We have focused specifically on the definitions used to determine eligibility for this Federal support. The ability of Black and predominantly-Hispanic institutions to meet these eligibility criteria is explored.

The Urban Grant University Act of 1977 has been proposed during the 95th Congress in H.R. 7328 and other bills with identical language. Under its provisions, the Act would encharge the Commissioner of Education with the administration of programs to aid urban schools develop the capacity to seek solutions to urban problems, and make available to their communities their education, research and service capabilities.

To be eligible for any funds under this proposed legislation a college or university must meet the definition of an urban university or an urban institution. An urban university is (a) located in an urban area[1]; (b) draws a substantial portion of its undergraduate students from the urban area; (c) has programs to make postsecondary opportunities more available to students in the urban area; (d) has the present capacity to carry on urban-oriented education, research and services; (e) offers a wide-range of professional and graduate programs; and (f) has demonstrated a sense of responsibility to the urban area. An urban institution must meet all of the requirements for an urban university, but not have the present capacity to carry on urban-oriented education, research and service.

These definitions determine not only which institutions are eligible for funding under the Act, but also the types of program grants for which they are eligible. Three types of grants are authorized by the proposed legislation. Program development grants are authorized for urban institutions or urban universities to help them develop urban-oriented education, research and service programs. Project assistance grants are authorized to assist urban universities carry on their urban education, research or service projects. *Comprehensive program grants* assist urban universities (redesignated as urban grant universities) implement comprehensive, multidisciplinary plans for education, research and service programs for their urban areas.

---

[1] As defined in the bill, an urban area is a standard metropolitan statistical area (SMSA) with a population of not less than 500,000 persons. By definition an SMSA generally has one city in it of at least 50,000 people. It includes the county in which such a city is located and all contiguous counties linked economically and socially to that original county.

Our discussion is limited to the effects of the location criterion and the level of program offering (wide range of professional or graduate programs) criterion on Black and predominantly-Hispanic institutions. Of all the eligibility criteria, the location requirement is the only one whose effects can be easily and accurately assessed. We compared the listing of schools in the Education Directory, 1976-77 (Colleges and Universities) prepared by the National Center for Education Statistics with the listing of SMSAs contained in the 1976 Statistical Abstract. Those institutions located in countries which were also part of SMSAs with the requisite population (the 1976 Statistical Abstract provides 1974 population figures) were deemed to have met the location requirement.

Although all of the remaining criteria require the Commissioner of Education to make interpretations of the legislative language (e.g., the Commissioner must determine when a institution has enrolled a "substantial portion" of its undergraduate student body from the local area), the effects of the program level criterion can be approximated. We assumed that any institution offering programs above the bachelor's degree level would meet this eligibility requirement. Clearly this may overestimate the number of institutions satisfying this prerequisite, because we have ignored the possible effects of the Commissioner's interpretation of "wide range."

You expressed concern about a third criterion -- the present capacity to carry out urban-oriented education, research and service activities. This criterion does not affect the classification of schools as urban institutions. Program development grants are intended to help institutions develop that capacity. Nevertheless, we are unable to assess with any accuracy the effects of this requirement because we do not have the necessary information to measure or determine when an institution has the capacity (or could develop the capacity and therefore would apply for program development grants) to carry out these activities.

Limiting our discussion to the location and level of offering criteria we addressed the question -- what are the effects of these two criteria on the Black and predominantly-Hispanic institutions? Possibly some of the institutions we conclude would meet these two criteria would be ineligible for funding because of other restritions not contained in the proposed legislation, for example the limitation against the dispersal of Federal funds to schools or departments which would use them for religious purposes.

Of 119 Black institutions, 45 are located in SMSAs of the requisite population size. 2/ Of these 45, 18 offer programs above the bachelor's degree level. Therefore, approximately 15 percent of the Black institutions in this country meet these two eligibility criteria. Those 18 are:

University of the District of Columbia -- District of Columbia
Howard University -- District of Columbia
Atlanta Unversity -- Georgia
Interdenominational Theological Center -- Georgia
Chicago State University -- Illinois
Xavier University of Louisiana -- Louisiana
Bowie State College -- Maryland
Coppin State College -- Maryland
Morgan State College -- Maryland
North Carolina A. & T. State University -- North Carolina
Cheyney State Unversity -- Pennsylvania
Fisk University -- Tennessee
Meharry Medical College -- Tennessee
Tennessee State College -- Tennessee
Praire View A. & M. University -- Texas
Texas Southern University -- Texas
Norfolk State College -- Virginia
Virginia Union University -- Virginia

The following 27 black institutions met the location criterion but did not offer programs above the bachelor's level (some are two-year institutions).

2/ We constructed a list of historically-and predominantly-black institutions from *Between Two Worlds:* A Profile of Negro Higher Education by Frank Bowles and Frank DeCosta, and from the Federal Interagency Committee on Education Report on Federal Agencies and Black Colleges, FY 1974.

Daniel Payne College -- Alabama
Lawson State Junior College -- Alabama
Miles College -- Alabama
Compton Community College -- California
Edward Waters College -- Florida
Florida Memorial College -- Florida
Clark College -- Georgia
Morehouse Collegel -- Georgia
Morris Brown College -- Georgia
Spelman College -- Georgia
Kennedy-King College -- Illinois
Malcolm X College -- Illinois
Dillard University -- Louisiana
Detroit Institute of Technology -- Michigan
Highland Park Community College --Michigan
Shaw College at Detroit -- Michigan
Wayne County Community College -- Michigan
Essex County College -- New Jersey
Bennett College -- North Carolina
Johnson C. Smith University -- North Carolina
Winston-Salem University -- North Carolina
Central State University -- Ohio
Wilberforce University -- Ohio
Lincoln University -- Pennsylvania
LeMoyne-Owen College -- Tennessee
Bishop College -- Texas
Southwestern Christian College -- Texas

The predominantly-hispanic institutions qualify at roughly the same rate.[3] Of 21 predominantly-Hispanic institutions, 7 are located in urban areas as defined by the bill. Four (or approximately 20 percent of these institutions), also offer above-bachelor's degree programs. These 4 are:

Saint Albert's College -- California
Biscayne College -- Florida
Our Lady of the Lake University of San Antonio -- Texas
Presbyterian School of Christian Education -- Virginia

3/ We consulted the Office for Civil Right's Racial and Ethnic Enrollment Data from Institutions of Higher Education, Fall 1974 to determine which institutions have a student body (full-time undergraduate, graduate and professional) which is predominantly Spanish-surnamed. We indentified 21 such institutions which also appeared in the Education Directory.

The following schools met the location criterion on but not the level of program criterion.

East Los Angeles College -- California
Hostos Community College -- New York
Saint Phillip's College -- Texas

You asked us to assess whether these criteria exclude many Black and predominantly-Hispanic institutions from participating in the proposed Urban Grant University Act. Our response is that the location and program offering criteria do exclude many such institutions. But it should be stressed that of the more than 3,000 institutions of higher education in this country, only 600, or approximately 20 percent, meet these two criteria.

It thus appears that, in general, these two eligibility requirements do not work against Black or Hispanic schools any more or any less than they do against all institutions. It is possible that the other criteria (the effects of which we have not estimated in this memorandum) might serve to exclude even more institutions in a pattern which would not favor Black or Hispanic schools. As currently drafted, the bill requires the Commissioner to interpret some of these criteria in program regulations. How the Commissioner interprets and applies these criteria may have a decided impact on the participation of Black and Hispanic schools. The following questions and discussion indicate the difficulty of assessing the equity of these two criteria even in terms other than their effects on Black and Hispanic schools.

1) Is the definition of an urban area, as contained in the bill, overly restrictive? It might be argued that given limited Federal financial resources for education and given the intensity of the urban problems in large cities, the imposition of a population requirement of 500,000 is justified. On the other hand, it might be argued that all cities share the same basic problems no matter their size, and to restrict this program to urban areas of 500,000 or more is unduly discriminatory against smaller urban areas.

2) Is the program level criterion overly restrictive? This Act is directed toward institutions which currently have or could develop urban-oriented education, research and service programs. It may be argued that it is highly unlikely that institutions offering less than above-bachelor's degree programs would have the resources, both financial and faculty, to carry on significant urban-oriented research, or to implement effective urban-oriented education or service programs. One could oppose this argument by drawing attention to the urban-oriented education and service currently carried on by the urban community colleges across the country. It is not clear that the staff of two-year or four-year institutions could not, or are not, undertaking urban-oriented research.

If we can be of further assistance on this subject please contact us.

Jim Stedman
September 13, 1977

Mr. Ford. What the Library of Congress did was study the specific institutions and the characteristics as they would interpret the requirements of the proposal now before us, and there is a complete breakdown here by name. They come to this conclusion: "It thus appears that, in general"—when they address themselves to the eligibility requirements of location and degree-granting status—"these two eligibility requirements do not work against black or Hispanic schools any more or less than they do against all institutions."

However, they suggest. "It is possible that other criteria, the effects of which we have not estimated in this memorandum, might serve to exclude even more institutions in a pattern which would not favor black or Hispanic schools."

As currently drafted, the bill requires the Commissioner to interpret some of these criteria in program regulations. I think it is important that you've put us on notice—and presumably the Commissioner on notice—that you expect him to interpret these requirements of the act to be sensitive to the possibility that a narrow interpretation could, in fact, have the effect of discriminating against institutions in the category that you've described as "traditionally black" institutions. Although I don't know how you could describe Texas Southern University as a traditionally black institution in the way in which that term has been used since it was born out of pain, in a very recent period of time, presumably with the highest motivation of people who were interested in promoting education for a substantial minority in Texas. But it's one of those things that seems to have turned out very well, in spite of what we might have had in mind in 1947.

For the committee, I want to tell you that we are very grateful that you've come to us with all of this material that you've supplied, with the very obvious background of expertise and as a proponent of the concepts of this legislation for many more years than some of us have even vaguely thought about it. We are appreciative of having your support because you're a certified expert in the field, can speak with a great deal of conviction, and your voice will be heard.

I also had time to go through the booklet that you mentioned, "Toward an Urban University: A Design for Texas Southern University," which was written by you in the spring of 1972. I find, on page 8, this statement:

> The stated function of the land-grant colleges set forth in the Morrill Act was to provide training in agriculture, home economics, mechanical arts, and military sciences, all very specific and directly related to the needs of the national community at the time of their initiation. The updating of the act included the arts and sciences, thereby providing for general education and for specialized training within the same program context. A similar situation presents itself with reference to the proposed urban university—

and I think that when you were referring to the urban university, you were in the process of getting the special designation that you finally succeeded in getting from the State legislature, but you were foretelling exactly the initiative of the urban-based universities in seeking this kind of legislation.

Later in your publication of 1972, I suspect we find where the staff stole the language to define an urban university. It looks like it was taken directly from your writings from 1972. so you may have a copyright suit against us. You anticipated us by years.

We are very pleased to have you here to support us, and thank you so much for traveling so far and putting forth all of this effort.

Mr. Buchanan.

Mr. **Buchanan**. Thank you, Mr. Chairman.

Dr. Sawyer, I, too, want to thank you for your leadership in this area, and that of your institution.

As you are aware, you do have rather strong reinforcements in the Congress for what you propose pertaining to minority and traditional black institutions. Congresswoman Chisholm has, as the chairman said, expressed strong interest and is concerned about it, and I have an idea that in the process of perfecting this bill, some language will find its way into the bill or the report to nail down our intention—and it is the clear intention of the subcommittee—that such institutions as your own clearly be included, as the many fine institutions around the country, in my State and elsewhere, that are making this unique contribution and have a unique kind of expertise to bring to the problems of urban areas.

Prof. Joyce Hughes, who is a black American from Alabama, who now is a distinguished professor of law in Chicago, as a delegate to the Follow-Up Conference of the Helsinki Accords in Belgrade, said to the delegate there, in urging them to live up to what they had committed themselves to do in Helsinki pertaining to the rights of people, and I quote—"My experience in the United States has led me to believe that promises on paper can became realities in the world." It seems to me your institution and what you are accomplishing is a very fine illustration.

Mr. **Sawyer**. That is our full intent, sir. As I speak in behalf of my university, or minority-oriented colleges and universities, I do so with the full awareness that they do not all represent the same degree of expertise in this area of urban problems, and we would find totally acceptable the kind of criteria that would focus upon the functional behavior of these institutions, as they have been erroneously and totally described by racial designation.

Mr. **Sawyer**. Thank you, sir.

Mr. **Ford**. Thank you very much.

Mr. **Sawyer**. Thank you, sir.

Mr. **Ford**. Our next witness is Gene Denton, city manager of Wichita, who will be testifying on behalf of the International City Management Association.

The statement on behalf of the International City Management Association, without objection, will be inserted in the record at this point, and Gene, you may proceed to add to it, amplify it, or supplement it in any way you find most convenient.

[Written statement of Gene Denton follows:]

PREPARED STATEMENT OF E. H. DENTON, CITY MANAGER, CITY OF WICHITA, KANS.

Mr. Chairman and Members of the Subcommittee on Post Secondary Education

The testimony you have already received from Mayor Connie Peters and representatives of urban universities documents the special relationships that have developed between cities and post secondary education institutions. My personal experience and the experience of more than 3,000 city managers and urban administrators reinforces and underscores the validity and importance of maintaining and enriching this workable and practical relationship.

The purpose of my testimony today is to speak on behalf of the International City Management Association, (ICMA) of which I am a member, and in my local capacity of City Manager of the City of Wichita, Kansas. This country has been blessed by an unusually high quality of people-oriented, cost effective, and honest system of local government. My conviction is that the quality of public professionalism, and competence in America is no accident. It is based upon self-reliant people who have supported local institutions of higher learning. These institutions, in turn, have produced leaders of quality, and many managers and administrators who have contributed increasingly higher standards of service to the people of the community.

Wichita is a good example of this partnership. Commission-manager government was adopted here before 1920, only 10 years after the concept was introduced as a revolutionary new idea in Virginia. This is about the same time that Wichita provided public support for a private college that became what is now Wichita State University. Today, more than half of the City's key administrators are graduates of WSU. Technical and supportive roles in the daily functioning of the city range from upward mobility and supervisory training to archaeological research.

The International City Management Association stands squarely behind national, state, and local efforts to strengthen the relationship between the urban university and the cities of this country. ICMA was one of the first public service associations to publish a code of ethics, and establish training programs for city administrators. ICMA advocates that cities be operated on a career, merit basis, by post secondary trained managers, refreshed by university-related career seminars. In recent years ICMA has initiated university based academy certification of managers also wish to continue career training in senior management.

Most of the managers who comprise the ICMA are employed in the smaller and mid-size cities of the United States. Today, a growing number of association members are administrators of counties, councils of government, and appointed administrators of Mayors in the major cities of the nation. The major emphasis remains that home rule of cities, made possible by an informed public and trained staff, is possible in America when it has failed in other countries. One of the major reasons that Americans can rule themselves without centralized national direction of local affairs is the broad base of education, augmented by the urban university.

The challenge in the 1980's will be great to the cities to nurture ability of citizens to rule themselves effectively. The will of the people to control the course of local government and the services it provides is evident. At the same time, people are challenging the costs connected with local government in a nation-wide movement that began less than a year ago in California.

As a professional administrator, and as a member of the International City Management Association my goal here today is to support a strategy that will avoid national intervention of local affairs. Furthermore, it is my purpose to endorse national enrichment of the partnership between cities and universities that will help solve some of these major problems confornting cities, both big and small:

- shrinking income
- rising labor costs
- evaporating energy resources
- adequate fire and police protection
- historical preservation
- equal employment opportunity
- housing renewal
- economic and job development
- environmental resource conservation
- human potential achievement.

Our mutual goal in support of this legislation is to help cities help themselves in the task of responsible self-government. It is the position of ICMA that this legislation will provide resources to weld city-university ties in the larger cities and at the same time recognize similar needs in cities and areas having fewer than 500,000 people. The subcommittee has demonstrated its sensitivity to the needs of the middle-sized community by its presence here today.

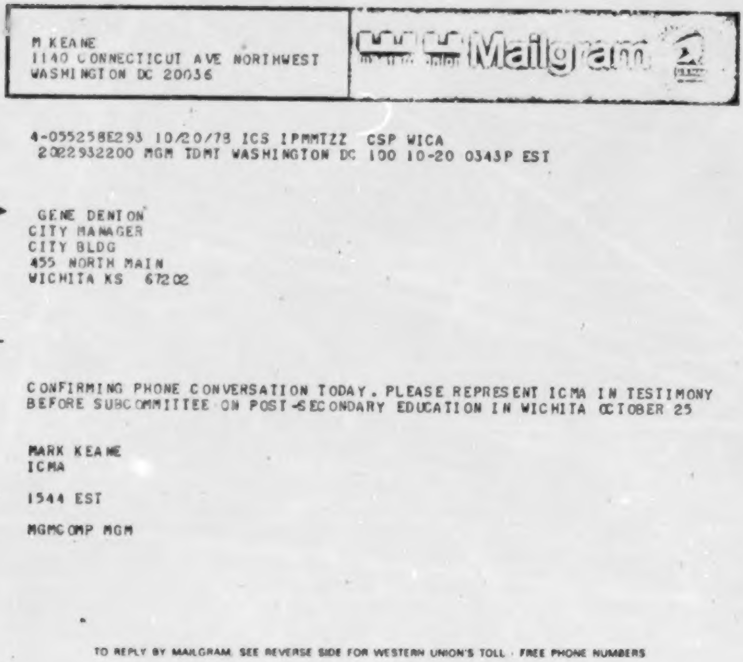
I am convinced that support of the urban university in the latter years of this century is the key to the survival of freedom, local home rule and steadily improving quality of life for our children in the next century. The time to expand the capacity of this national-city-university partnership has come and is awaiting our action.

Let us help you as a subcommittee bring this message to your colleagues in Congress. Tell us how we can assure passage of legislation benefiting the widest possible range of cities and universities in the near future. The professional staff of the City of Wichita pledges its support. It is joined by more than 3,000 professionals in the International City Management Association. The quality of life America's cities depends upon the success of the urban-university partnership we are building here today. ICMA and its members are willing to help.

Thank you,

E. H. Denton
City Manager
City of Wichita, Kansas

Attachment



M KEANE
1140 CONNECTICUT AVE NORTHWEST
WASHINGTON DC 20036

Mailgram

4-055258E293 10/20/78 ICS IPMMTZZ CSP WICA
2022932200 MGM TDMT WASHINGTON DC 100 10-20 0343P EST

GENE DENTON
CITY MANAGER
CITY BLDG
455 NORTH MAIN
WICHITA KS 67202

CONFIRMING PHONE CONVERSATION TODAY. PLEASE REPRESENT ICMA IN TESTIMONY BEFORE SUBCOMMITTEE ON POST-SECONDARY EDUCATION IN WICHITA OCTOBER 25

MARK KEANE
ICMA

1544 EST

MGMCOMP MGM

TO REPLY BY MAILGRAM, SEE REVERSE SIDE FOR WESTERN UNION'S TOLL - FREE PHONE NUMBERS

STATEMENT OF E. H. DENTON, CITY MANAGER OF THE CITY OF WICHITA, KANS.

Mr. DENTON. Thank you, Mr. Chairman. Congressman Ford, Congressman Buchanan, staff, Subcommittee on Postsecondary Education.

You have heard the testimony of Mayor Peters and representatives of urban universities in this part of the country and you have heard from other mayors. Now I would like to bring to you, in some words of emphasis, some positions of—I guess you would say—bureaucrats, who thus far have not been represented, but I think, in some large measure, are going to be responsible for the implementation of many of the programs that this act is aimed at, in research, in background, resources, to bring the solution to problems in urban areas.

You have my statement, and I would like to only emphasize two or three paragraphs which reflect the position of the ICMA, the International City Management Association.

I would like to emphasize that I think that this country has been blessed by an unusually high quality of people-oriented, cost-effective, and honest system of local government. It is my conviction that the quality of public professionalism and the competence of the bureaucracy, if you would want to call it that, in America is no accident. It is based upon self-reliant people who have supported local institutions of higher learning. These institutions, in turn, have produced leaders of quality, some of whom you have met today and yesterday and on other occasions, and have also produced many managers, administrators, who have contributed increasingly higher standards of service to the people of the communities that they serve.

The International City Management Association stands squarely behind national, State, and local efforts to strengthen the relationship between the urban universities and the cities of this country. ICMA was one of the first public service associations to establish and publish a code of ethics for their members and to establish training programs for city administrators. ICMA advocates that cities be operated on a career, merit basis, by postsecondary trained managers, refreshed by university-related career seminars. In recent years ICMA has initiated university-based academy certification of managers who also wish to continue their career training in senior management.

Most of the managers who comprise the ICMA are employed in the smaller and midsize cities of the United States. Today, a growing number of association members are administrators of countries, councils of government, and appointed administrators of mayors in the major cities of the Nation. The major emphasis remains that home rule of cities, made possible by an informed public and trained staff, is possible in America when it has failed in other countries. One of the major reasons that Americans can rule themselves without centralized national direction of local affairs is the broad base of education, augmented by the urban university.

Our mutual goal in support of this legislation is to help cities help themselves in the task of responsible self-government. It is the position of ICMA that this legislation will provide resources to weld city-university ties in the larger cities and at the same time recognize similar needs in cities and areas having fewer than 500,000 people.

This subcommittee has demonstrated its sensitivity to the needs of the middle-sized community by its presence here today.

I am convinced that support of the urban university in the latter years of this century is the key to the survival of freedom, local home rule, and steadily improving quality of life for our children in the next century. The time to expand the capacity of this national-city-university partnership has come and is awaiting our action.

I guess the major message I have for this subcommittee today, from managers all over the country, is: Let us help you, as a subcommittee, bring this message to your colleagues in Congress. Tell us how we can assure passage of this legislation benefiting the widest possible range of cities and universities, hopefully in the near future. The professional staff of the city of Wichita pledges its support, and it is joined by more than 3,000 professionals in the International City Management Association, who help in the bringing of services to more than half of the people who live in cities in this country. The quality of life of America's cities depends upon the success. I think, of the urban-university partnership that we are attempting to build here today. ICMA and its members are willing to help.

I'll be glad to respond to any questions that members of the subcommittee might have.

Mr. Ford. Thank you very much for all of your cooperation in making this hearing possible and for encouraging the committee to build a record of possible participation by what you refer to as a middle-size city.

You asked what you can do. When we redraft this legislation for reintroduction before the opening of the new Congress, we would expect to submit the redraft to many of the people who have appeared before the committee during the last 2 years, asking for their comment, because we anticipate that we will have made some changes in response to suggestions that have come to us, not all of them, but certainly some of them.

If you would then have your organization not only comment to us, but within the organization, to your members, I think that you could be very helpful in beginning to develop an understanding so that people out there know what we're talking about when we talk about the urban grant university bill. Sometimes that just draws a blank from folks and they'll say, "We've got enough schools trying to teach people how to be mayors." Well, that's not really what we have in mind.

When Mayor Peters was talking, as she described the good relationship that has existed between city hall and the university for years, I had to wonder about what happens to that good relationship when a prominent member of the faculty runs against the mayor. All of a sudden you begin to find out how much tension there can be in a community.

Again, Gene, we appreciate your appearance, not only because you represent the middle-size city, as you described it, of Wichita, but because you did bring to this record the position of the International City Management Association.

I'll ask Congressman Buchanan if he has any comment before we close the hearing.

Mr. Buchanan. Thank you, Mr. Chairman.

I want to again express my pleasure at being in your city of Wichita, and thank you for your testimony, Mr. Denton, in these hearings. I am sure we will welcome the support of ICMA for the bill, as revised, in the new Congress and the expression of that support to our colleagues as we press toward passage of the legislation.

Mr. Denton. We will not only review the legislation as redrafted; we will make every effort to communicate it to our members, and when the appropriate time comes, I hope you will call on me, or Mark Keene, our executive director, president of ICMA, to speak on behalf of the legislation.

Mr. Buchanan. Thank you, sir.

Mr. Ford. Thank you very much.

Now I would like to announce that we must bring the hearing to a close very quickly because we are fighting airline schedules. However, President Clark Ahlberg comes to us today with a spare hat that he was wearing, and he has submitted a statement on behalf of the American Association of State Colleges and Universities in support of H.R. 7328.

Without objection, I would like to have this statement inserted in full at this point in the record.

[Written statement of Clark Ahlberg on behalf of the American Association of State Colleges and Universities follows:]

PREPARED STATEMENT OF CLARK D. AHLBERG, MEMBER OF THE BOARD OF DIRECTORS, AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES

As a member of the Board of Directors of the American Association of State Colleges and Universities (AASCU) I should like to speak regarding its support for the concept of Urban Grant Universities. Properly focused, an urban grant university act can play a significant role in bringing university resources more effectively to bear upon the solution of urban problems through better university-local government cooperation.

If I may, I should like to review briefly AASCU's efforts that tend to support the need for the Federal role as a catalyst to the improvement of university-government relations at the local level. In 1974 AASCU was designated by the American Council on Education to serve as lead higher education association in urban affairs and public service. We recognized that improving working relationships of universities and local governments was central to the problem of more effective university service in support of local efforts to address pressing and complex needs. We recognized also that improving local working relations would require better cooperation and coordination at the national level as well. Thus, in 1975, with the assistance of the National Science Foundation, AASCU and the International City Management Association (ICMA) together undertook an initiative to strengthen linkages at the national level among the higher education associations, public official groups, and appropriate Federal agencies. Discussion among the approximately 20 national organizations that agreed to participate revealed the need to pursue, on a continuing basis, opportunities for cooperative projects that would involve both local and national level participation and support.

One example of the type of projects envisioned has been operating here in Wichita since 1977. In the City-University Energy Project, which I mentioned in my earlier testimony, Wichita serves as the center of a 10-city network for government-university collaborations on the problems of local energy conservation. Two national associations, AASCU and ICMA, provide advice and dissemination assistance. The U.S. Office of Education provides core financial support.

The AASCU-ICMA experience suggests that Federal urban grant university legislation must be designed to stimulate and provide incentives for multi-level participation in and support of local university-government cooperation on urban problems. It is unlikely that the proposed urban grant legislation can be expected to sustain indefinitely urban universities' services to their cities. However, through a well-balanced program of comprehensive programs and project grants, the Federal government can effectively aid the wider demonstration and adaptation of approaches to more effective cooperation by universities and local governments on the problems of the cities. Such a program reasonably can be expected to serve as a catalyst for the more effective use of other Federal resources that flow to and that are controlled by the cities.

Mr. **Ford**. Jim Harrison, who represents a good many of the schools involved in this legislation, formerly chief counsel for this committee, would like to make a brief announcement for the record.

STATEMENT OF JIM HARRISON, EXECUTIVE DIRECTOR, COMMITTEE OF URBAN PROGRAM UNIVERSITIES

Mr. **Harrison**. Thank you, Mr. Chairman.

Mr. Chairman, I appreciate your courtesy in allowing me to make this statement. The Committee of Urban Program Universities, which I have the honor to represent, has, of course, been identified with this legislation from its beginning. And I would not want this hearing to a close without adding the voice of CUPU to those that have been heard here today, and in other hearings in support of the concept central to the amendment which you propose and which Dr. Ahlberg and Dr. Ross alluded to in their testimony. We do not believe that it would serve the goal of making the Urban Grant Act more widely available to truly urban universities without diluting any likely appropriation figure to the point of absurdity. Needless to say, we at CUPU would reserve the right to look carefully at any specific language before giving it our flat endorsement, but I have listened to today's testimony with the growing feeling that the major criticisms which were directed at the original text of H.R. 7328 have largely been resolved. CUPU can certainly endorse the principles enunciated here today.

Let me add, Mr. Chairman, that I do want to congratulate you, personally, and on behalf of the member institutions of CUPU, for having conducted a very useful and constructive set of hearings—a series of discussions which have led to the identification and perhaps to the resolution of the weaknesses in the original concept, and have strengthened the likelihood of the enactment of an Urban Grant Act. I believe that the urban universities, and the local governments they seek to assist owe a debt of gratitude to you, to Mr. Buchanan, and to the other members of the subcommittee and sponsors of the legislation.

Mr. **Ford**. Thank you very much.

Mr. **Harrison**. Thank you, Mr. Chairman.

Mr. **Ford**. With that I would like to announce that the record of this hearing will be held open, not only for witnesses who have testified to add supplemental material or additional comment, but for anyone else here in this community who wants to agree or disagree with what they've heard here today. We will be happy to have your comments and to have them printed in the record of these proceedings contemporaneously with the subject matter that you're commenting on.

With that, the committee will stand in recess for the end, thank goodness, of the 95th Congress.

[Whereupon, at 12:05 p.m., the subcommittee was adjourned, subject to the call of the Chair.]

ask

ASSOCIATED STUDENTS OF KANSAS
1700 College
Topeka, Kansas 66621
(913) 354-1394

Statement of Hannes A. Zacharias, Wichita Hearing on HR 7328, 10/25/78

CONGRESSMEN FORD, BUCHANAN, AND GLICKMAN, AND MEMBERS OF THE STAFF OF THE HOUSE COMMITTEE ON EDUCATION AND LABOR:

The purpose of my comments today are to lend support and criticism to HB 7328, which would become the Urban Grant University Act.

Associated Students of Kansas is a statewide student lobby representing more than 70,000 Kansas students, and is in favor of the spirit of HB 7328. It is important to provide federal aid to urban universities to help find answers to urban problems, and help universities make their educational, research, and service capabilities more readily and effectively available to urban communities. This is important not only for the urban areas that would ultimately benefit from the funds provided, but also to the students that will be solving the urban problems. This act can provide students with an urban laboratory for classroom instruction, and more importantly, provide resources for urban problems solving.

There is, however, a major problem with HB 7328 in its present form. The current language would effectively exclude Kansas from any benefits that could be derived under the act. One must assume then, that federal legislators do not believe there are any areas in Kansas that have problems generally associated with urban areas. If this assumption is correct, we believe it to be erroneous.

There are areas in Kansas that do not meet the current definition of a standard metropolitan statistical area with a population over 500,000, but do have the benefits and problems usually associated with S.M.S.A. urban areas. For example, Wichita has the same housing, public works, public employee, and racial problems that Detroit, Chicago, and many other urban areas have. Wichita has a fine metropolitan symphony, ballet, and art gallery also characteristic of other urban areas.

We believe that each state should be able to benefit under this act, and aid in finding solutions to urban problems present in areas that do not [illegible] the S.M.S.A. guidelines. For us, allowing at least one university in Kansas to have

Member institutions:
EMPORIA STATE • FORT HAYS • KANSAS STATE • PITTSBURG • WASHBURN • WICHITA STATE

ask
ASSOCIATED STUDENTS OF KANSAS
1700 College
Topeka, Kansas 66621
(913) 354-1394

access to these funds would allow students to increase their urban awareness, and help discover solutions to urban problems.

My message today is brief. We, as students, feel this legislation would be mutually beneficial to both universities and urban areas. However, HB 7328 excludes all Kansas universities from access to the funds, based on a narrow interpretation of an "urban area." We would ask then, that some provision be made to allow Kansas students and universities to participate in urban problem-solving.

I appreciate this opportunity to express our thoughts from a student's point of view on this legislation.

Thank you.
HANNES ZACHARIAS
Executive Director, A.S.K.

Member Institutions:
EMPORIA STATE • FORT HAYS • KANSAS STATE • PITTSBURG • WASHBURN • WICHITA STATE

National
League
of
Cities

1620 Eye Street, N.W
Washington, D. C.
20006
(202) 293-7310
Cable: NLCITIES

OFFICERS:
President
Tom Moody
Mayor, Columbus, Ohio
First Vice President
John P. Rousakis
Mayor, Savannah, Georgia
Second Vice President
Jessie M. Rattley
Vice Mayor, Newport News, Virginia
Immediate Past President
Phyllis Lamphere
Council Member, Seattle, Washington
Executive Director
Alan Beals

STATEMENT SUBMITTED TO THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

of the

HOUSE COMMITTEE ON EDUCATION AND LABOR

on behalf of

THE NATIONAL LEAGUE OF CITIES

on

THE URBAN GRANT UNIVERSITY ACT

OCTOBER 27, 1978

The National League of Cities appreciates the opportunity to present our views on H.R. 7328, the Urban Grant University Act. As you know, NLC represents 15,000 municipalities and attempts to promote a better understanding of the role of local elected official in the federal system.

The Urban Grant University Act would authorize the Commissioner of Education to distribute funds to urban universities to develop their capacity to help find answers to urban problems, and to aid such universities to make their educational, research, and services capabilities more readily and effectively available to the urban communities in which they are located. The legislation would provide funding of up to $25 million for FY 79 and such sums as necessary through FY 1983.

The National League of Cities supports the Urban Grant Act concept. There is a great need to generate sound empirical analysis and answers for the complex problems of the urban environment. The experience of ten cities under the HUD supported Urban Observatories program, which involved cities from 30,000 to 250,000 population, was beneficial for both the universities and the cities which participated. Urban Observatories is a similar effort to the Urban Grant University Act and some lessons from this previous effort would lay the foundations for the successful implementation of UGUA.

NLC would suggest the following revisions in H.R. 7328 in order to improve on its potential effectiveness. The population cut-off of not less than 50$\overset{0}{\wedge}$,000 for an SMSA in which the program would be available is too high. Our experience in the Urban Observatories program is that cities with populations over 40,000 could adequately develop urban-oriented educational, research, and service programs which address current problems and create a semblance of self-sustaining financial capabilities.

One problem which large cities run into is the initial start-up costs for the program and limited impact that the city and university linkage would create in such a large, diverse urban center. It is important to strike a happy medium in city size since too large a requirement diminishes the impact and too small would call into question the fiscal capacity of the locality to provide continuing funds over the five-year time period described in the bill.

We also urge that cities be given a full role in determining the agenda of problems within urban areas. As the bill reads currently, cities are given only a limited opportunity to comment on the proposed plan formulated by universities in their application to be designated as an urban grant university. Funds should be channeled to local governments directly to allow them to set up working relationships with universities. As an alternative, local plans should at least be developed with a provision allowing local elected officials the right to approve the individual project or comprehensive plan. Suggestions formulated by the urban grant universities as to which issues to study must emanate from the needs of political officials in the community, or any eventual recommendations run the risk of collecting dust on bookshelves and never being implemented.

Local elected officials, or their designated representatives, must also play a greater role on the proposed Urban University Advisory Councils than the one suggested in the bill. The legislation suggests that the panel should include two public members and four university executives. NLC believes that the public members should be local elected officials or their designated representatives, equal in number to university executives. This would guarantee the effectiveness of the Council.

The legislation should also spell out the manner in which the local match can be provided under the three types of assistance proposed-program development, project assistance, and comprehensive program grants. NLC agrees that cities and universities should provide a portion of the funds, but in-kind services ought to qualify as the local match. This would allow local entities the right to work out arrangements with the university to provide personnel and research assistance. City officials could also donate office space, staff, and computer services.

NLC looks forward to working with the Subcommittee on Postsecondary Education to develop an Urban Grants University Act which utilizes local talent--in both the universities and city halls--to understand the complex problems which plague urban areas better and provide some suggestions for future solutions.

House of Representatives,
Committee on Education and Labor,
Subcommittee on Postsecondary Education,
Washington, D.C., May 22, 1978.

Mr. McGeorge Bundy,
President, Ford Foundation, New York, N.Y.

Dear Mr. Bundy: The Subcommittee on Postsecondary Education, which I chair, has under active consideration legislation to establish an Urban Grant University program. A copy of this bill and a summary is enclosed for your information.

I am aware of the substantial involvement and investment of the Ford Foundation in this area. One source indicates that the Foundation spent some $36 million on urban universities from the late 1950's to the mid-70's with the intention of stimulating more responsive and responsible university involvement in urban affairs.

Both as the sponsor of the Urban Grant University Act and the Chairman of the Subcommittee with appropriate jurisdiction, I am anxious to benefit from the Foundation's experience. I am particularly interested in what worked and what didn't, as well as the Foundation's analysis of why it did or didn't.

Clearly, as we look to enactment of this legislation, such analysis could help assure that we create an effective Federal program.

Additionally, your critical analysis of the legislation, which I hasten to point out is considered by me to be a "working" draft would be greatly appreciated and most carefully considered.

I look forward to hearing from you.

With kind regards, I am

Sincerely,

William D. Ford, *Chairman.*

Enclosure

THE FORD FOUNDATION
320 EAST 43RD STREET
NEW YORK, NEW YORK 10017

JUN [illegible]

McGEORGE BUNDY
PRESIDENT

June 26, 1978

Dear Mr. Chairman:

I have your long note of May 22 about the proposed Urban Grant University program, and I very much regret that because of the delays between Washington and New York it arrived here only last week.

The question which you raise is an important one, and we would like to give you a careful and thoughtful reply. For that purpose I am asking my colleague Harold Howe to consult promptly with those who have been particularly close to our work with urban universities, and just as soon as he and I can work out a proper response to your questions we will be back to you.

Sincerely,

McGeorge Bundy

Honorable William D. Ford
Chairman, Subcommittee on
Postsecondary Education
Committee on Education and Labor
619 House Office Building Annex 1
Congress of the United States
Washington, D. C. 20515

THE FORD FOUNDATION
320 EAST 43RD STREET
NEW YORK, NEW YORK 10017

HAROLD HOWE II
VICE PRESIDENT
DIVISION OF EDUCATION AND RESEARCH

July 12, 1978

Honorable William D. Ford
Chairman, Subcommittee on
Postsecondary Education
Committee on Education and Labor
619 House Office Building Annex 1
Congress of the United States
Washington, D. C. 20515

Dear Bill:

Mr. Bundy asked me to consult with Foundation staff members who have worked with urban universities and to send a response to your questions about our experience with encouraging these institutions to tackle the problems faced by the nation's cities. This task has taken longer than I expected. Several of the staff members most directly responsible for our work in this field have now left the Foundation. Furthermore, our program with urban universities was both large and diverse and the Foundation has not undertaken an evaluation that treats the entire program.

I enclose three short publications dealing with our urban university work -- an evaluation of the "Urban Extension" grants of the early 1960s and reprints of two speeches given by Bill Pendleton of our staff. Bill was responsible for several of our later grants and in these two papers tries to appraise the experience of those universities that sought to be of direct help to city governments. He also has some thoughtful observations about urban higher education in general which may be of interest to the members of your subcommittee.

Our staff was unanimous in applauding the subcommittee's interest in the problems of urban universities. As you realize, the Foundation had identified urban higher education as a program interest as early as 1959, and from then to 1974, we granted just over $36 million in support of one or another kind of university involvement with urban problems. By the mid-70s our trustees decided that the Foundation's dwindling resources should be channeled in other directions, and our fifteen-year effort was brought to a close. I should mention, however, that just in the past few months we have allocated a million dollars to a series of experimental programs developed by a small number of urban institutions whose mission is primarily to provide educational services to the people living in cities, particularly poor people. As this grant program develops we will be happy to keep you informed of its progress. It has been developed by Gail Spangenberg of our staff who might be a source of advice to your committee.

Returning now to the Foundation's earlier and larger grant program, I would call your attention to the description and evaluation set forth in the first of Pendleton's pamphlets, "Urban Studies and the University--the Ford Foundation Experience." I was struck by the similarity of our two major efforts --the urban extension grants of the early sixties and the second wave of grants in response to the "urban crisis" of the late sixties--to your proposed urban grant program. The former was closely linked in concept with the agricultural extension programs of the land grant universities and the latter looked to the contribution universities could make to solving the problems of the cities. Accordingly, some of the lessons from the Foundation's experience may prove useful as the Urban Grant University Act takes shape.

Not unexpectedly, a program as large and varied as this left a mixed record. Some things worked; others unfortunately did not. In trying to explain the success and failures, we have come up with a number of factors, some very general, others quite specific, but all at work in one or more of our urban university grants. Listed in no particular order, the following factors were associated with success of our urban university projects:

> --A specific, well-reasoned, and realistic plan for relating the university to urban problems. During the late sixties, in particular, university people were tempted to take on more than they could handle--more indeed than was appropriate for an institution of higher education. The programs that flourished and survived were the ones that were based on a clear-headed assessment of the strengths of the university and an intelligent view of what an institution that specializes in education and research can contribute to a set of problems traditionally outside its purview. By and large, projects that tried to attack directly the ills of central city populations or the myriad challenges facing city governments did not do as well.
>
> --A clear commitment to an urban program at the highest levels of the university administration. Not only was it important for the university to signal its involvement with declarations of policy, but also to make the more tangible input of substantial financial support. The late sixties were years when universities had little free money, and many of the failed projects in the Ford Foundation program foundered on the inability (or the unwillingness) of universities to supplement our grants or to replace our funding when the grants expired.

--Rewards for those who lead and participate in university urban programs. Traditionally, urban research projects, special instructional programs for ghetto young people, service to city governments, and similar activities have not been attractive to university staff because they contribute little to promotion and salary increases. Although this situation appears to be improving, universities have a long way to go before faculty and graduate students will choose to devote their time and energy to such projects in preference to more conventional academic pursuits.

--Able, experienced, and perceptive leadership for the project itself. Doing something useful with regard to urban problems is a very difficult job, partly because the problems themselves are so complex, partly because university people do not find it easy to operate effectively this close to the real world, and partly because the resources available to universities, financial and intellectual, are grossly inadequate to the task. For these reasons, a special kind of university person is needed. Depending on the specific nature of the project, he or she must understand city governments and have rapport with the people who run them, must have insight into the capabilities and educational needs of ghetto young people, must understand the limits of currently-available research techniques, and must have an aptitude for dealing with the variety of academic disciplines that have to work together in the analysis of urban problems. I would also emphasize that a clear and correct perception of the problems faced by the nation's cities in general, and of one's own city in particular, is a prerequisite for successful university action. Above all, effective leadership requires a realism in the appraisal of what university students and faculty can contribute to the city they want to help. A clear lesson from the Foundation's experience is that entrusting an urban center, an urban curriculum, or a governmental technical advisory unit to an inexperienced assistant professor can lead only to failure.

--Substantial outside funding available for an extended period of time. There is a paradox here in the fact that urban universities can claim that they already are contributing to the solution of urban problems. After all, they educate large numbers of city students, their faculties and graduate students do research on city problems, staff consult with city officials and do studies for government agencies, and their hospitals, clinics, counselling centers, and other university facilities are regularly used by city residents. The Ford Foundation hoped, as I gather you do, to encourage universities to make a special effort, to undertake new programs of teaching, research or service that have special relevance to the problems of their metropolitan area. To do the latter is expensive, and universities are not likely to use their scarce financial resources for these programs unless assured of continuing outside support. Our guess is that funding of the order of half-a-million dollars a year for a minimum of five years is needed to produce useful output in even a moderate-size urban institution.

I might mention also that the Foundation has commissioned a report on one aspect of the urban activities of universities--their effectiveness in providing technical assistance to agencies of city government. This report reviews the Foundation's experience and looks also at some other experiments with feeding analytical information into city governments. It is being written by Peter Szanton, former head of the New York City Rand Institute. Before completing this assignment, Szanton was appointed to a top slot in the Office of Management and Budget and has had little time to worry about urban universities during the past eighteen months. We understand, however, that by working evenings and weekends, he has pretty well completed his manuscript, and I feel confident that he would be happy to share his findings with the subcommittee. He is currently Associate Director for Organization Studies in OMB.

I hope these suggestions will be of help. They are necessarily rather general and not specifically targeted to the provisions of HR7696. So let me make the following observations on that legislation:

1) The big job the educational institutions can and should do in a city is to upgrade the work force. The legislation doesn't emphasize this sufficiently.

2) The focus on Standard Metropolitan Statistical Areas seems to me questionable. There are about 75 of these exceeding 500,000 population. The money you're talking about will be spread very thin in this many places. More than this, many SMSA's include suburban areas and several small cities and don't have much real coherance. The real problem is in central cities, not in SMSA's. Also, suburban areas and cities don't mix well in problem-solving roles.

3) The legislation names the universities as the applicant for and recipient of funds but allows city governments only to "review and comment." Why not have city governments approve proposals? Their cooperation is necessary and it should be involved from the beginning.

4) The idea of "universities" as the eligible recipients seems narrow. Community colleges provide some telling services in cities why not include them when they can deliver the needed services? By the chance of organization patterns they would be included in New York where they are part of the City University but not included in many other places.

We would be happy to provide you with more detailed information on our grants and the university programs they supported, as well as reactions to particular legislative proposals. This could best be done in discussions with staff members who would be more than pleased to respond to specific questions that you, your colleagues, and your staff may have. Several of us here have a deep interest in the future of urban higher education and would be pleased to meet with you in Washington or to have you spend some time with us at the Ford Foundation.

This brings personal best wishes.

Sincerely,

Doc

Harold Howe II

Encl.

Office Of The Mayor
City of Seattle

Charles Royer Mayor

August 3, 1978

Rep. William D. Ford, Chairman
Subcommittee on Postsecondary Education
Room 2368
Rayburn House Office Building
Washington, D.C. 20515

Dear Rep. Ford:

I would like to join with other mayors, including Mayor David Vann of Birmingham, in expressing my support for H.R. 7328, which amends the 1965 Higher Education Act by adding a new Part C to Title I.

H.R. 7328 would encourage universities located within cities to work on solutions to urban problems in cooperation with city governments. Helping to bring the many resources of these universities to bear on some of the difficulties U.S. cities now face is an excellent idea from which people in 400 cities across the country stand to benefit.

I believe H.R. 7328 merits your attention and support.

Sincerely,

Charles Royer

Charles Royer

CR:sfh

AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE
WASHINGTON, D. C. 20036

OFFICE OF GOVERNMENTAL RELATIONS

February 2, 1978

The Honorable William D. Ford
Chairman, Subcommittee on Postsecondary Education
Committee on Education and Labor
U.S. House of Representatives
Washington, D.C. 20515

Dear Mr. Chairman:

On behalf of the American Council on Education, I would like to endorse the testimony presented by the Committee of Urban Program Universities January 25 on H.R. 7328, the Urban Grant University Act.

We support the stated purpose of the bill, to encourage the more systematic application of the skills, talents, and knowledge of urban universities to serve the needs of the nation's urban centers.

We also support the suggestions made by the Committee for modification of the legislation to address some criticisms that the bill may be too restrictive. Specifically, we agree that:

1. Clauses (D) and (E) of Sec. 143(2) should be amended as proposed by CUPU in its testimony before the Subcommittee. We particularly endorse the proposal that would lift the exclusion of all universities that do not "offer a wide range of graduate or professional programs" and admit instead, those universities which "offer a sufficiently wide range of professional or graduate programs to sustain the application of such urban-oriented services." While we agree that a university must demonstrate its commitment and capability to serve the city in which it is located, institutions should not be required to have a range of graduate or professional offerings beyond that required to deliver on their promises. We might even suggest to the Subcommittee that the word "wide" be stricken altogether from the new CUPU formulation.

2. A provision should be added to recognize the possibility of several universities forming a consortium to provide assistance to a given city.

3. Membership on the advisory council established in Sec. 147 should be broadened to assure representation of urban institutions on the council.

With these changes, we would support passage of H.R. 7328.

Sincerely,

Charles B Saunders Jr

Charles B. Saunders, Jr.
Director of Governmental Relations

cc: Members of the Subcommittee

REMARKS OF RICHARD SIMMONS, JR., DEPUTY MAYOR OF DETROIT, MICHIGAN, AT THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT COLLEGES IN ST. LOUIS, MISSOURI, ON TUESDAY, NOVEMBER 14, 1978

Mayor Young asked me to express his regrets at being unable to attend this meeting of the Association as he had originally planned. He was very much looking forward to being able to express to you some of his strong feelings about how important today's urban universities are to the revitalization of our major cities.

I was delighted when he asked me to represent him, however, because it gives me a unique opportunity to put into words some thoughts I have developed during my career on both sides of the table.

As some of you may know, I am currently on leave from the faculty of Wayne State University in Detroit. Before Mayor Young appointed me as Deputy Mayor of Detroit, I was the Director of the Center for Urban Studies, as well as the Director of the Center for Black Studies at Wayne.

I must admit to you that serving as Deputy Mayor of Detroit for almost two years has caused me to modify considerably some of the ideas I had when I was employed in the groves of academe.

In a sense, it is also a replay of a similar position I found myself in half a decade ago, when I served as chairman of Detroit's elected charter revision commission. Some of the decisions we made then, which are law today, seemed like good ideas at the time. But when they are tested in the crucible of day-to-day reality, and in the real life struggle to rebuild a city, I must say that I sometimes feel that some of them have come back to haunt me.

I also have a feeling that we have all been here at least once before. It seems to me that in talking about the role of the urban university in today's cities, we are essentially treading old ground.

In going back through some of my old university files for example, I came across a copy of the President's Report to the faculty at Wayne State University. On October 27, 1969, our dear friend, Dr. William Keast, told the faculty senate, "Every university has found in recent years that the list of communities to which it stands, or should stand, in some special relation is growing rapidly."

"This is a way of saying that universities have tended to take a rather narrow view of themselves and of their responsibilities. It is also a way of saying that universities are being seen as more and more critical to the whole of our society and not to just those parts which have long been the chief beneficiaries of the university."

Former President Keast's remarks have, of course, proven to have been right on the money. The list of the constituents of urban universities has grown by leaps and bounds during the decade which has since passed.

Today, the urban universities' constituents include not only its activist student groups, its activist faculty groups, its activist administrators (generally led by the President, himself) and its activist clerical staff, but also most of the following:

The neighborhood or neighborhoods surrounding the university's campus.

The public and non-profit organizations who hire the finished products graduated by the university.

The private sector which looks to the university to train and prepare qualified young people for entrance into the hierarchy of the corporate structure.

The legal, medical and other professions who look to the university to provide qualified graduates.

Government, at all levels, including federal, state and local units which look to the universities to provide them with competent public administrators who are sensitized to the needs of all of government's own variety of constituents.

It is obviously impossible for me to discuss my views on the roles of the urban university in relation to each of these constituent groups, so I want to concentrate today on my view of how universities can better serve government, with a heavy emphasis on the university's role vis-a-vis city government.

In doing this, let me first of all assure you that I have not entirely foresaken my roots within the academic community. I still feel a very real kinship with all of you, and I assure you that any constructive criticism you may hear today is offered in a gentle fraternal spirit. After all, politics is almost as precarious a career as being a university administrator is, and I may be back among you sooner than I think.

In the process of framing my remarks for today, it was brought home forcibly to me what a difficult position university presidents and administrators are placed in when they try to respond to the requests or demands of their various constituencies, and perhaps especially the one that I now represent.

For example, I was reviewing a paper on urban universities prepared for the Bureau of Higher Education of the U. S. Office of Education. It reported on a number of interviews with city officials across the country, responding to the question of how they thought urban universities could be more helpful to their governments. Their correlated responses, it seems to me, simply reprove the first law of thermodynamics: That is to say that for each reaction there was an equal and opposite reaction.

On the one hand, certain city officials demanded that urban universities expand to the point of being able to provide educational opportunities for the entire spectrum of the city's residents: day school, evening school, classes for adults, classes for senior citizens, classes for the handicapped, classes for the disadvantaged, classes for preschoolers, and classes for exceptional high school students.

On the other hand, other city officials demanded to know how the ever-expanding university was going to make up the taxes it was stealing from the city through its status as a tax exempt organization. Others, operating in a land locked environment, were critical of the enormous amount of land area which universities are claiming, arguing that the land was more needed for housing or commercial and industrial revitalization efforts.

Similarly, for every city official who criticized the university for being too ethereal, and for thinking only in academic terms, there were an equal number who condemned the university for the lack of its commitment to provide cities with technical expertise and research.

Where the local university had extended itself into relationships with its surrounding neighborhoods and their residents, city officials were often suspicious of the university's motivations and concerned that political alliances were being formed which might threaten other long-standing arrangements.

In communities where the university had lagged behind in community involvement, local city officials tended to cite the university for its lack of sensitivity to the needs of the changing times.

As you can plainly see, city officials tend to find universities guilty on all counts, just as I am certain that the university community is probably similarly inclined to indict city government.

My own view on the matter is perhaps best expressed in these words by John Masefield:

"Wherever a university stands, it stands and shines;
Wherever it exists, the free minds of men,
Urged on to full and fair inquiry,
May still bring wisdom into human affairs."

There must always be a place, of course, within our universities -- whether they are located in urban or in rural settings -- for pure academic research; for the pursuit of knowledge for its own sake. Let there be no thought that we should eliminate the pursuit of the abstract, the ethereal or the theoretical.

But, to enter into full partnership with city government and contribute more completely to the enterprise of rebuilding our cities, there must be a very real commitment to apply the fruits of our research, and the products of our abstractions to the realities a city administration faces on a day-to-day basis.

In Detroit, we are encouraged by the results of a modest experiment in this direction. I am referring to our city/university consortium, which was designed to bring together representatives of several local universities in regular interactions with representatives of city government. Jointly funded by all partners, we meet for the purpose of identifying specific city problems and matching specific university expertise against them in an effort to solve real-life, specific, short range problems.

In less than two years we have undertaken and resolved close to two dozen problems of this sort. Nothing earthshaking -- the universities have yet to explain to us how we can balance our fractured budget. Nor have they succeeded in improving the quality of our public education system. Nor have they found ways to prevent illegal work stoppages.

They did, however, undertake a survey to determine exactly who lives in our public housing projects, and to project what kinds of public housing the City of Detroit should provide in the future. It came as a surprise to me to learn that Detroit actually did not know the composition of families currently living in its public housing projects. That is, how many single persons, how many couples, and how many families of what size we are currently serving.

Without this baseline information, we were obviously in a poor position to plan for the renovation of existing units or the construction of new units. It was a task which city staff was not in a position to undertake, but which one of our local faculty experts handled expeditiously and precisely.

As another example, we arranged for the community health department of one of our local universities to prepare for us an option paper on the question of whether the City of Detroit should merge its public health department with that of the surrounding Wayne County or maintain our status as a separate public health district. The implications of our final decision in this matter are far-ranging, and will involve up to twenty million dollars a year, as well as impacting on the quality of health care available to tens of thousands of Detroiters.

One final example of the work of our consortium involves a request from our Department of Transportation. After studying his training program for new bus drivers, the Director of that Department came to the conclusion that we might, in fact, be better off sending our new bus drivers out on the streets to drive their vehicles without any training at all, rather than having them drive under the negative influence of the training they were receiving.

Our university consultants quickly came to the conclusion that the Director was right. But they also decided that a total revision of our bus driver training program, along with retraining our trainers, would require their attention on a full time basis for a period of a year -- far beyond the meager resources with which our consortium is funded.

Instead of doing it themselves, therefore, they prepared a proposal to the U. S. Department of Transportation to obtain the funds we will need to redesign and install an appropriate training program. Because of their contacts within the United States Department of Transportation, we were able to zero in on an available source of funding faster than city staff could have done.

But the role of consultant to a city is not the university's only job these days.

The urban university must be physician to its city. Doctors, interns, nurses and medical researchers must provide more direct service to the community. They must become more intimately involved in maintaining the health of its people. And they must find new ways to contain the cost of improved health care.

The urban university must also be teacher to its city. It must re-examine its curricula and update its relevance. And it must send its roots out into the community not just to test that relevance on real situations, but to teach and help, as well.

Urban primary and secondary school systems desperately need help, and I firmly believe that left to their own devices, they will continue to deteriorate. We need a consortium of city leaders and university leaders working with our public school officials to begin to turn our grade schools and high schools around.

Families simply will not return to our cities in substantial numbers until we can show them a quality public school system once again.

We must look to our urban universities to develop new ways to teach, for new ways to motivate both teachers and students, and for better ways to train our school administrators.

We need our urban universities to develop new, more equitable ways to finance the cost of public education and help us sell these ideas to the legislative and executive branches.

Projects such as the ones I have mentioned today are, I believe, the focus of the new Urban Grant University Act which is currently being debated within the U. S. House Committee on Education and Labor. Mayor Young serves with Mayor David Vann of Birmingham, Alabama, as Co-Chairperson of the Mayors' Committee for The Urban Grant University Act, and I join them in urging your support for passage of this important legislation.

The Urban Grant bill, to which your Association's Executive Committee has also given its valuable endorsement, will not solve all of the problems of the cities, to be sure. Not all the universities, nor all the city halls working together, can do that. Nor does it address itself to the full range of the universities' involvement in urban problems.

But it does propose to create and to support the constructive use of a new tool in the workshop of those who are trying to restore and strengthen the city.

I'm also proud that my friend and neighbor, Congressman Bill Ford, is the chief sponsor of the Urban Grant University Act, and that both President Tom Bonner of Wayne State University and Father Malcolm Carron, the President of the University of Detroit, have been among the leading supporters of this legislation.

And I have a feeling that what I said earlier about re-walking old ground may not be strictly the case anymore. To be sure, we have certainly discussed this matter of the mission of the urban university before.

But I, for one, am looking forward, with considerable hope, to the enactment of this new Act in the upcoming Congress.

And I am looking forward with considerable optimism to working with the urban universities in the Detroit area to carry out the promise of that Act.

I hope I can count on each of you, in each of your cities and towns across the country to join us in blazing that new trail together.

City of Birmingham, Ala.,
Office of the Mayor,
July 21, 1978.

Hon. William D. Ford,
Chairman, House Subcommittee on Postsecondary Education, Washington, D.C.

Dear Mr. Chairman: Enclosed is a copy of a recent press release, announcing the formation of a Mayors' Committee for an Urban University Grant Act. I am proud to share the chairmanship of this organization with your neighbor, Mayor Young of Detroit, and to join my name with those of my colleagues in congratulating you and Congressman Buchanan on introducing H.R. 7328, and urging speedy and favorable consideration of this important and constructive legislation.

I would appreciate it if this statement could be made a part of the hearing record on H.R. 7328.

Sincerely,

David Vann, *Mayor.*

Enclosure

Mayor's Committee for an Urban
Grant University Act,
Washington, D.C., June 28, 1979.

The mayors of 17 American cities today announced the formation of a Mayors' Committee for an Urban Grant University Act, designed to mobilize support for legislation now pending before the Congress to help urban universities carry out research programs for their respective cities.

Mayor David Vann of Birmingham, Ala., speaking for the Committee, called upon the Congress to give speedy and favorable consideration to the pending bill, which has been introduced by some 60 Members of the House, including Representatives William D. Ford (D–Mich.), and John Buchanan (R–Ala.). Representative Ford is chairman and Representative Buchanan is ranking Republican member of the House Subcommittee on Postsecondary Education, which has jurisdiction over the legislation.

Under the proposed bill, the Federal Government would fund part of the cost of university research and/or service programs undertaken in conjunction with local governments, and aimed at applying university knowledge and facilities to urban problems.

"The idea is as sound as the Land-Grant College Act of the nineteenth century, and the Sea-Grant College Act of the 1950's", said Mayor Vann. "It is based on the proposition that our universities are not only educational institutions, but are also citizens of the cities in which they live—that the problems confronting City Hall also confront the University and that the abilities of both can be combined to help make our cities better, cleaner and safer places in which we can all live."

"This legislation is particularly appropriate in the light of the evident determination by taxpayers everywhere that they get a better return on their local tax dollar. The universities can help cities and other local governments everywhere to focus sharply and productively on ways to make the most efficient use of public funds. They can help us examine priorities, predict the consequences or proposed economies and give us data on which to judge how tax taxpayer can get the best return for his dollar.

"The University and the City have been each other's natural allies and neighbors since the days of ancient Athens. Modern Birmingham and its urban neighbors all across the country can build on that example," concluded Mayor Vann.

Joining with Mayor Vann in announcing the formation of the Committee were Mayor Coleman Young of Detroit, Mich., cochairman; and Mayors Thomas Clark of Long Beach., Calif.; Janet Gray Hayes of San Jose, Calif.; W. R. Holcomb of San Bernardino, Calif.; Maynard Jackson of Atlanta, Ga.; Edward Koch of New York, N.Y.; Dennis Kucinich of Cleveland, Ohio; Henry Maier of Milwaukee, Wis.; Ernest Morial of New Orleans, La.; George Mascone of San Francisco, Calif.; Charles Royer of Seattle, Wash.; Gerald Springer of Cincinnati, Ohio; William Stansbury of Louisville, Ky.; Vincent Thomas of Norfolk, Va.; Ilene Weinreb of Hayward, Calif., and Kevin White of Boston, Mass.

The Urban Grant University Act is a proposal originally sponsored by the Committee of Urban Program Universities, an organization now consisting of 24 urban-located and urban-oriented universities. (A list of the member institutions is attached). This organization was founded in 1975, and opened its Washington office in February, 1977. While it is estimated that something like 400 urban universities throughout the nation would be eligible to participate in the program authorized by the bill, these 24 have taken the lead in working for its enactment. The offices of the Committee of Urban Program Universities (CUPU) are at 11 Dupont Circle N.W., Washington, D.C. and any questions about the organization or the legislation can be answered by the Executive Director, Mr. Jim Harrison, at that address (phone 202-387-2130). Also enclosed is a brief summary of the legislation, on which the House Subcommittee, under the chairmanship of Representative Ford, has now held 3 days of hearings—with a fourth day scheduled for July 3.

The members of the Committee of Urban Program Universities are:

University of Alabama at Birmingham—S. Richardson Hill, president.
California State University and Colleges—Glenn S. Demke, chancellor.
University of Cincinnati—Henry R. Winkler, president.
Cleveland State University—Walter Waetjen, president.
Georgia State University—Edmund Hughes, vice president.
University of Houston—Philip G. Hoffman, president.
University of Illinois, Chicago Circle—Donald Riddle, chancellor.
University of Louisville—James G. Miller, president.
University of Massachusetts, Boston—Heinz Bondy, assistant vice president.
University of Minnesota—C. Peter Magrath, president.
University of Missouri, Kansas City—George Russell, chancellor.
University of Nebraska, Omaha—Del Weber, chancellor.
University of New Orleans—Homer Hitt, chancellor.
City College of New York—Robert E. Marshak, president.
City University of New York——Robert J. Kibbee, chancellor.
State University of New York at Buffalo—Robert Ketter, president.
Northeastern University—Kenneth G. Ryder, president.
Old Dominion University—Alfred B. Rollins, Jr., president.
University of Pittsburgh—Wesley Posvar, chancellor.
Temple University—Marvin Wachman, president.
Texas Southern University—Granville Sawyer, president.
University of Washington—John R. Hogness, president.
Wayne State University—George E. Gullen, Jr., president.
University of Wisconsin, Milwaukee—Warner A. Baum, president.

○